DOCUMENT RESUME

ED 316 654 CE 054 168

AUTHOR	Bolton, Elizabeth B.
TITLE	Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
INSTITUTION	Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	10 Jul 88
NOTE	77p.; For the 1989 seminar, see CE 054 169.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Educational Economics; *Extension Education; *Home Economics Education; *Human Capital; *Leadership; *Leadership Training; Outcomes of Education; Volunteers
IDENTIFIERS	Virginia

ABSTRACT

The seminar reported in this document had two main goals: (1) to strengthen the competencies of career professionals working on leadership development in teaching, research, or extension settings; and (2) to broaden the overall knowledge base of leadership development within home economics programs. The following nine papers are included: "Introduction" (Bolton); "From Leadership as an Area of Study to Leadership as an Educational Effort" (Garber); "Leadership Development and Building Human Capital" (Clegg); "Leadership Development: The Parts and the Whole" (Walker); "Public Policy Involvement of the Virginia Extension Homemakers Council, Inc.: An Examination and Comparative Analysis" (Tuckwiller); "Leadership Development: A Staff and Volunteer Partnership" (Hancook); "Leadership Development: One State's Approach" (Mounter); "Family Community Leadership Benefits to Extension Homemaker Participants and Nonparticipants" (Cadwalader); and "Challenge for the Future or So If This Is What We Have Done, What Might We Do Next?" (Heasley). (CML)

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PROCEEDINGS OF THE

EXTENSION LEADERSHIP DEVELOPMENT SEMINAR:

EMPOWERING ADULTS AS LEADERS THROUGH HOME ECONOMICS PROGRAMS

JULY 10, 1988
MARRIOTT HOTEL
100 WEST TRADE STREET
CHARLOTTE, NORTH CAROLINA

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PROCEEDINGS OF THE

EXTENSION LEADERSHIP DEVELOPMENT SEMINAR:

EMPOWERING ADULTS AS LEADERS THROUGH HOME ECONOMICS PROGRAMS

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Published by University of Florida, Institute of Food and Agricultural Sciences, with support from the W.K. Kellogg Foundation, Battle Creek, Michigan.

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ACKNOWLEDGEMENTS

The outstanding contributions of the invited speakers and the presentors during the Extension Leadership Development Seminar held in Charlotte, North Carolina are gratefully acknowledged. Also acknowledged is the work of the planning committee who lent their support and guidance to make this seminar a reality.

Sue Bodkin, state program leader of home economics and community development, New Mexico State University.

Marjorie Hamman, assistant director of home economics, 4H and youth development, North Dakota State University.

Ann Hancook, home economics program leader, Purdue University.

Tom Mounter, extension program coordinator in home economics, Clemson University.

Others who deserve acknowledgement for their help are Dr. Doris A. Tichenor, director of the home economics program at the University of Florida; Dr. Jennie Kitching, home economics program leader at Texas A&M University; and Dr. Ava Rodgers, former deputy director of HEHN/ES-USDA. Drs. Tichenor, Kitching and Rodgers communicated the intentions of the planning committee to the Home Economics Subcommittee of the Extension Committee on Policy and were instrumental in getting their approval for this professional development experience.

Dr. Gary King, Program Director, of the W.K. Kellogg Foundation, provided seed money for this leadership development seminar. It is because of the help of the W.K. Kellogg Foundation that we were able to bring you this seminar. We sincerely appreciate the the W.K. Kellogg Foundation for their generous support of home economics leadership development.

Dr. Doss Brodnax, director of the Southern Rural Development Center, provided encouragement during all phases of planning the leadership development seminar. His help and encouragement are gratefully acknowledged.

Finally, we appreciate the willingness of the participants to come to the Extension Leadership Development Seminar which was offered to provide professional development for faculty, specialists and administrators who teach, conduct research or apply principles of leadership development in their work.

Elizabeth B. Bolton, Chair
Extension Leadership Seminar
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INTRODUCTION

Elizabeth B. Bolton
Extension Leadership Development and Adult Education Specialist
University of Florida

Welcome to the 1988 Extension Leadership Development Seminar. We hope that you will find the program "Empowering Adults as Leaders Through Home Economics Programs" interesting and professionally stimulating.

One of the goals of the group that planned this seminar was to strengthen the competencies of the career professional who works in the area of leadership development in a teaching, research or extension setting. Another goal was to broaden the overall knowledge base of leadership development within home economics programs. These two goals reflect genuine needs that are not being addressed at the present time.

The idea for this seminar started at the 1987 NEHC meeting in Indianapolis, Indiana at an informal meeting of Sue Bodkin, Ann Hancook, Marjorie Hamann, Tom Mounter and myself. Prior to that however there were efforts to organize a ECOP sponsored workshop that were not successful due to no fault of the organizers. The fact that others before us saw a need for leadership development training for extension professionals in home economics is a message in itself. It suggests a widespread perception that professional development opportunities in this subject matter are lacking for home economics faculty who deliver these programs. It also suggests that the linkage is weak or nonexistent between the practice of and research on leadership development in home economics programs.

A brief historical overview of leadership development in home economics programs may explain why this is true. Extension home economics programs in leadership development, until the last five or six years, have dealt primarily with the Extension Homemaker organization and the development of skills of those within various positions in the organization. Many perceived the primary purpose of the Extension Homemaker organization to be the dissemination of Home Economics subject matter as evidenced by the use of the term "leader training" which meant providing information to one group who would in turn train others. Thus leadership development was primarily a process used to achieve another result--disseminating information that was derived from home economics subject matter.

The fact that leadership development as practiced in extension home economics has been primarily directed toward

various aspects of Extension Homemaker work may be due to the fact that leadership development is not one of the traditional home economics subject matter areas. Are there any colleges of home economics that have a research or teaching program that prepares the professional for this role? Stated another way, is there a connection between practice and research and teaching in the leaderhip development programs that we offer in home economics? If there is a connection, it is weak and indirect.

Thus in home economics we have developed the skills of individuals to be leaders; we have developed stronger organizations to utilize these trained leaders; and these are worthwhile accomplishments. But they do not get at the real purpose of extension leadership development which is to develop a cadre of local leaders who will identify and resolve issues that impact their lives and their communities.

There are some factors that, in in my opinion, mandate that we move beyond what we have always done in home economics. One is the introduction of Family Community Leadership Development which relys heavily on the process and practice aspect of extension leadership development but demands the support of a knowledge base built on concepts that are derived from the literature and based on study and research.

Another factor is the emphasis on issue oriented programs in Cooperative Extension and Denzil Clegg, associate administrator ES/USDA, our luncheon speaker, will address one aspect of that. If home economics is going to participate in resolving those issues on a local, state and national level, additional preparation is needed by those who will plan and implement the programs. Stated another way, doing the same thing the same way is not enough.

Home Economics and Cooperative Extension Have had an enormous boost from the Kellogg sponsored Family Community Leadership projects. Thousands of dollars have been spent on training volunteers to deliver curriculum aimed at developing the competencies of local leaders and involving them in identifying and solving problems in their communities. The message is clear however, that these projects are aimed at devloping volunteers. While the extension professional certainly benefits from this involvement, more is needed to keep the momentum going after these funds are no longer available. This is true because it is the extension professional who will continue to guide programs that provide opportunities for volunteer learners and leaders. Indeed, one of the express goals of the FCL projects is to incorporate the program into ongoing efforts after the funds are spent.

Thus, we have planned as much as we could possibly fit into one day for your professional development in leadership. The title of this one day seminar "Empowering adults as leaders through home economics programs." You, the extension professional, are the leaders we seek to empower because it is through your work that hundreds and thousands of others are reached. You and your work are important and this seminar reflects that belief.

We hope your participation today is a step toward reaching the goals of improving your competencies and broadening the knowledge base of leadership development in home economics programs.

FROM LEADERSHIP AS AN AREA OF STUDY TO LEADERSHIP AS AN EDUCATIONAL EFFORT

Simon K. Garber
Extension Sociology Specialist
North Carolina State University

INTRODUCTION

My task, as I understand it, is to explore leadership theories, and concepts with you and draw some implications for leadership development programs in the Cooperative Extension Service. While I find this a formidable task, I am delighted by the challenge. At the same time, I wish to commend the organizers of this seminar for their foresight to begin what I understand is to become an annual event with a workshop that focuses on the relationship between leadership theory and leadership development. I share their view that leadership, as an educational effort, and as an area of study, is becoming an increasingly more important focus for Extension. Yet, I suspect the relationship between the two is not always very clear.

The assertion that leadership development is becoming an increasingly important focus is fairly evident. It is identified as a critical issue in two Cooperative Extension Service national initiatives...Building Human Capital and Revitalizing Rural America (1988). The issue focuses on the need for a greatly expanded pool of people who are capable of leading both public and private organizations, and who are capable of resolving the complex issues raised by technological, economic, social and political change. We also are reminded that Rural Revitalization depends on the availability of skilled leaders in rural communities.

We are committed by these initiatives to the following: 1) to prepare youth and adults to take active, effective leadership roles in organizations, communities, and the political process; 2) to develop leadership curricula that will strengthen the abilities of organizations and communities to cope with change; and 3) to empower rural leaders through education and support.

The importance of leadership, as an area of study and its relationship to leadership development becomes more evident as we attempt to develop the curricula required by the national initiatives. Members of a curriculum committee soon discover that shared working definitions of leadership are not obvious. Everyone on the committee tends to have a different definition of leadership, and these assumptions affect our perceptions of what knowledge and skills we believe constitutes leadership education. It becomes readily apparent that we have to examine our own

assumptions about what is meant by leadership before we can develop a leadership curriculum; for to proceed without a critical appraisal is to run the risk of confusing our audience more than helping it.

SO WHAT IS LEADERSHIP AND HOW CAN FAMILIARITY WITH THE LITERATURE HELP?

A cursory search of the literature will quickly uncover many definitions of leadership. Here are a few of them:

Leadership is...

...the accomplishment of a goal through the direction of human assistants. W.C.H. Prentice

...the wise use of power. Warren Bennis and Burt Nannus

...the marshalling of resources so people can do their own work. Ronald Heifetz

...all those acts which help the group achieve its preferred outcomes, no matter who performs them.

...a learned behavioral skill which includes the ability to help others achieve their potential as individuals and team members. Jerry W. Robinson Jr. and Ray Clifford

...One of those things you don't know you need until you don't have it. Louis Massotta

It would be nice to say let's pick one of these definitions and proceed with our planning. But, it is not so simple. A quick glance at the definitions alerts us that those who offer us a definition of leadership in the literature don't seem to agree. Writers, like the rest of us, all seem to have their own perceptions of leadership. The apparent disagreement occurs for several reasons. First, each writer's perspective is molded by his or her disciplinary background, and the phenomenon seems to mean different things to different fields of inquiry (Kellerman 1984:x). Then, too, the phenomenon is a little bit like the proverbial elephant; each writer views the phenomenon from a limited perspective that allows the writer to stress his or her points.

Within the social science literature leadership may be attributed to a position, a characteristic of an individual, or a category of behavior (Katz and Kahn 1966:301). It may also be viewed as a specialized role (Kellerman 1984:70),a power relationship (Burns 1978:12), or a form of interpersonal influence (Yukl 1981:3-4; Hollander 1978:1-2). In the administrative sciences the term leader and the term manager may be used interchangeably (Kellerman 1984:x); yet many writers go to great lengths to distinguish between leadership and management (Bennis and Nanus 1984:21; Hersey and Blanchard 1977:4). While some writers insist that leadership, as a concept, carries with it certain ethical or moral obligations (Burns 1978:18; Terry 1987:440); others suggest that the term is nothing more than a

generalized referent used by individuals to explain social change or organizational outcomes, or assign personal responsibility for the success or failure of those events and outcomes (Hunt 1984:171). The point is...we can't just select a definition and proceed. There is no common acceptable definition. One must go beyond the search for an acceptable definition to explore the various perspectives the literature offers.

SEVEN PERSPECTIVES OF LEADERSHIP

There are many excellent reviews of the various approaches to leadership in the literature. Three that have influenced my thinking include Yukl (1981), Terry (1987), and Vandenberg, Thullen and Fear (1986). My own review suggests there are at least seven perspectives that help outline the scope of the phenomenon called leadership. I will briefly describe each of these perspectives before offering my own working perception of leadership.

Power/Influence Perspective

In this view, the essence of leadership is power. The source of this power may be positional, personal or other resources. We all know individuals who passively occupy positions of authority, while other individuals who lack impressive titles are making things happen. Upon reflection we recognize that leadership as power must be exercised. That requires two essentials: motive and resource (Burns 1978:12). Provided both essentials are present, power becomes "...the capacity to translate intention into reality and sustain it", and "leadership is the wise use of this power." (Bennis and Nanus 1984:17)

If leadership involves the use of power, then leadership education involves learning to use one's power resources both effectively and wisely. Using one's power resources wisely requires recognition of two fundamentally different approaches to its use (Yukl 1981:58). These two approaches are often labeled "power over" and "power to" in the literature (Carrol 1984:140-143).

Power over...denotes domination or control. Leaders who choose to use this approach may be successful in making things happen, and also obtain follower loyalty, but they keep their followers weak and dependent. The possible consequence of this approach is a followership that lacks initiative, creativity and shares little commitment to anything other than the leader. Power to...denotes empowerment. Leaders who choose to use this approach make things happen by building skills and self confidence in their followers and seeking commitment to a common vision. Leadership as empowerment, says Ronald Heifetz, creator

of the mid-career program at the Harvard Kennedy School, marshals resources so people can do their own work, not the work of the leader (cited in Terry 1987:5). This concept of leadership implies the responsibility for action is not solely that of the leader. Followers remain accountable for their own actions.

Regardless of the approach to the use of power, most writers would agree that the exercise of power implies influencing other(s). Yet there remain many questions about this influence relationship and the individual who would exercise leadership. For example, what characteristics or behaviors make it more likely that an individual will be a leader? What skills and behaviors constitute effective leadership? By extension, what specific knowledge and skills should we be teaching in a leadership curriculum? The remaining six perspectives should help shed light on these questions.

Trait Perspective

This perspective is rooted in the great-man theory which assumes that the dynamic and charismatic qualities of men shape events of history. By extension, leadership is seen as a set of characteristics or qualities that enable a leader to influence the behavior of others.

During the first half of the twentieth century an enormous amount of research activity was directed toward identifying the characteristics that distinguish a leader from the non-leader. No consistent pattern evolved. The attributes of leaders proved to be widely distributed among followers. Research then shifted toward identifying the qualities that distinguish an effective leader from an ineffective leader.

Stogdill, a pioneer of this activity, concluded that the qualities most associated with effective leaders were intelligence, assertiveness, self-confidence, energy, knowledge of the task and sociability (cited in Vandenberg et al., 1986: 13). But he also observed that..."if there are general traits which characterize leaders, the pattern of such traits is likely to vary with the leadership requirements of the situation" (cited in Vandenberg et.al. 1986: 13). Many critics of this research echo his observation and argue that no reliable pattern of traits can be found. Others, however, feel the critics have so overreacted to the situational evidence that they tend to overlook the personal nature of leadership. While acknowledging the situational evidence, this view suggests there are individual traits that increase the likelihood a leader will be effective; but the traits simply do not guarantee effectiveness (Yukl 1981: 70).

This latter view prevails today in two types of activities: managerial selection research and managerial training. However,

in both cases the definition of trait has been expanded to include personality types, motives, interests, values and skills. Perhaps, best known among the former activity is the assessment center approach. These centers use multiple testing procedures including psychological instruments to identify managerial potential. Their research affirms the view that certain motives, values and skills of individuals increase the likelihood of managerial (read leadership) success; hence numerous companies use the centers as an aide in their selection and promotion decisions (Yukl 1981:72).

Various testing procedures also are used in managerial training programs. However, here their purposes are to help an individual gain an understanding of oneself and learn how to relate to others. Perhaps, the most widely known testing instrument is the Meyers-Briggs personality type indicator. Feedback from this instrument allows an individual to discover and nurture his or her own leadership traits, and understand how to relate to other individuals of differing types.

The literature on managerial training is scattered, but much of it may be found in journals and text books on training and personnel management. I will refer to some of this information later in the discussion of the organizational perspective.

Behavioral Perspective

Critics who were dissatisfied with the results of trait research began to focus on the observable behaviors of leaders. They shifted their perspective to view leadership as a set of behaviors that enables a leader to influence the behavior of others. I find it convenient to divide the literature representing this perspective into two camps: those who explored behavioral styles, and those who sought to identify extensive descriptions of behavioral categories. I recognize, however, that the categorization is somewhat superficial.

The term, style, refers to the manner in which one behaves (relates) toward others. Researchers in this camp first conceived of leadership styles as autocratic and democratic decision making types, and depicted them on a continuum (Hersey and Blanchard 1977:91-92). The autocratic style was a task-oriented style, while the democratic style was a relationship-oriented style. The continuum implied that one could either be task or relationship-oriented, but not both.

Work conducted at Ohio State contradicted the either-or notion (Hersey and Blanchard 1977:94). Researchers identified two general behavioral categories which they labeled initiating structure (task) and consideration (relationship). They discovered there was no correlation between the two categories of behavior. Thus, the two types of behaviors are often depicted on

separate axes running from low to high, and different leadership styles are described as showing some combination (low to high) of the two general types of behavior.

One of the best known versions of the Ohio State research found in managerial training programs is the managerial grid (Yukl:105-113). The authors, Blake and Mouton, use the two separate axes to define five different leadership styles which they use to orient participants to their framework. However, they present a case for one best style (team) in all situations. They have been widely criticized for this narrow view. Vandenberg et al., who summarized the criticism (1986:14), note there is little research evidence to suggest that a team style always leads to increased effectiveness in groups and organizations. Furthermore, there is more evidence to suggest that a team style may not be ideal under some circumstances.

The second camp is represented by a group of researchers who are dissatisfied with the two-dimensional behavioral style. They reason that the two dimensions of behavior are too general. Furthermore, they note that the two general behavioral dimensions are not the only relevant behaviors that describe leadership. Thus, they set out to extend the description of leadership behaviors. The work by Yukl is typical of these researchers. After four years of research he found 19 different categories of behavior (1981:120-125). He labeled them in the following manner: performance emphasis, consideration, inspiration, praise-recognition, decision participation, autonomy-delegation, role clarification, goal setting, training/coaching, information dissemination, problem solving, planning, coordinating, work facilitation, representation, interaction facilitation, conflict management, criticism-discipline, and structuring reward contingencies.

While Yukl's work helps us to recognize the many potential leadership behaviors, it is important to recognize that his elaboration of specific behaviors is itself situationally specific. Hence, all 19 behaviors are not always applicable. On the other hand, while the two-dimensional style approach allows greater generality, there will be times when the categories will be too broad to be very meaningful.

Situational/Contingency Perspective

The antecedent to the situational/contingency perspective is the counter argument to the great man theory. However, this perspective was propelled into prominence by the failure of trait research to identify a definitive list of traits necessary for leadership, and the failure of behavioral research to demonstrate a set of behaviors that is ideal in every situation. It is represented by a group of theories that are based on the premise that leadership is a variable set of traits and/or behaviors,

determined by the circumstance of the situation, that enable a leader to influence the behavior of followers (Vandenberg et.al. 1986: 14).

I find it useful to categorize the theories in this group as either descriptive or prescriptive. The descriptive theories are research theories which I will leave to others to enumerate and describe. The prescriptive theories are used primarily as frameworks for analyzing and prescribing leadership behavior appropriate to a given situation. They are often found in managerial training programs and popular texts.

Some of the better known theories include: situational leadership theory (Hersey and Blanchard 1977); contingency theory, which was developed by Fiedler, then further elaborated with Chemers (Yukl 1981: 132-139); and normative decision theory, which was developed by Vroom and Yetton (Yukl 1981: 220-226). Other popular versions which I would include in this category include models by Blanchard and Johnson (1983), Peters and Austin (1985), and Robinson and Clifford (1972). While these popular versions are technically not prescriptive theories, I include them here because they acknowledge the situational/contingency perspective by emphasizing flexibility in leadership behavior.

While it is not possible to describe all of these theories here, I believe it appropriate to describe one as a representative of the group. I shall choose situational leadership theory, for it is a logical extension of the Blake-Mouton managerial grid, and I should therefore be able to easily demonstrate their incorporation of the situational perspective.

As in the managerial grid, Hersey and Blanchard use the two broad categories of leadership behavior, task behavior and relationship behavior, to define leadership styles. However, they add one important situational variable to their model: follower maturity. This variable has two aspects: job maturity, or the ability to do the work, and psychological maturity, the willingness, or confidence to do the work. If either aspect is missing, a follower is said to be immature. Hersey and Blanchard take care in pointing out that follower maturity is to be considered only in relation to the task at hand. It does not refer to a general psychological or emotional state of the individual.

The authors view effective leadership as a function of the leader's style, followers' maturity level and other unspecified situational variables. Effectiveness is defined as increased productivity. Hersey and Blanchard theorize the most effective leadership style will be achieved through careful analysis of followers' maturity level. Emphasis is on style flexibility and adaptability. As followers become more mature the leader must be able to adjust his or her style accordingly.

The authors derive two prescriptions by relating the two variables that define style to the level of follower maturity:

1. As follower maturity increases, leader task behavior should decrease.
2. As follower maturity increases, leader relationship behavior should increase, then gradually decrease. (When plotted, this relationship looks like a bell-shaped curve.)

The model also acknowledges the possibility that different styles may be required with the same followers because their maturity level may vary with different tasks.

Situational leadership has been criticized for focusing on only one situational variable, for its lack of conceptual clarity, and its lack of supporting evidence (Yukl 1981:143-144). Yet, it is often used in training programs because of its emphasis on flexible, adaptable behavior and its focus on follower behavior as the most important situational variable.

Organizational Perspective

This perspective is rooted in organizational theory. It views leadership as a function of position and role in a hierarchical organization. I also find it useful to divide the literature represented by this perspective into two separate approaches. One simply views leadership as role requirements of the position. This approach is similar to the previous perspectives in that it assumes the position incumbent (leader) is the primary source of influence on followers. In the other, which I shall merely note here, role behavior is treated as a dependent variable and researchers attempt to elaborate upon the situational forces that shape leader role behavior (Yukl 1981: 170).

The organizational perspective is seldom included in most discussions of leadership perspectives. Most writers would consider organization a contextual variable. Viewed in this light the organizational perspective is an extension of the situational/contingency perspective. However, I am persuaded by Robert Terry to include it here as a separate category; for, as he points out, there are a substantial number of writers who appear to describe leadership from other perspectives, yet implicitly use organizational theory as their organizing framework (1987:438). For example, Yukl's previously cited work on the taxonomy of leadership behaviors required a research framework that focused on role behavior in organizations.

Several works that might be cited under the trait perspective in reference to managerial training also use an organizational framework. One is the classification scheme of

managerial skills attributed to Katz and/or Mann (Yukl 1981:87). This classification helps my thinking when planning what leadership skills ought to be taught. They classify managerial skills as technical, conceptual and human relations. Technical skills are task related, conceptual skills are concerned with problem solving, forecasting, planning and decision making, while human relations skills focus on people. Mann also reminds us that the relative importance of these three types of skills in fulfilling role requirements will differ depending upon one's position in the hierarchy, or even the type of organization (Yukl 1981:88).

In a more recent work, Bennis and Nanus use the same framework to outline four competencies of visionary leadership (1985). Their work is the result of an extensive study of ninety successful leaders in business and the public sector. What they seem to be describing is the competencies required for effective role behavior at the level of the chief executive officer in large organizations. If Mann's observation that the relative importance of skill categories in fulfilling role requirements is situationally defined, then the mix of competencies described by Bennis and Nanus may not be appropriate to other types of situations.

Some writers interested in leadership development programs specifically use position and role to define leadership behavior in various hierarchical organizations. Terry observes they begin by first identifying the skills and responsibilities for each level in the organization; then proceed to teach the skills and expectations at the level above the person's current position so the individual will be ready to move up (1987:437). Terry cites a 1976 U.S. Army Monograph, entitled "Leadership for the 1970's." as an example.

It is my observation that many Extension workers use a similar framework when attempting to identify the content for volunteer leader training programs. In 4-H, for example, agents will often focus on the different role requirements of volunteer leaders, and even segregate them for purposes of training.

Transactional Perspective

While this perspective also views leadership as influence, it shifts our attention away from the leader as the primary source of influence. The transactional perspective suggests leadership is a dynamic process of mutual influence between leader and followers which changes over time. Theories that represent this perspective are classed as social exchange theories; for they focus on the interaction between leader and follower(s) and attempt to explain the interpersonal dynamics that occur. Explanations usually involve the costs and benefits of the exchange as perceived by the actors. While there are

several leadership theories based on social exchange, the one most often cited is Hollander's idiosyncrasy credit theory(1964; 1978).

Hollander's theory attempts to explain how leaders emerge, achieve leader status and maintain their status in groups. He views leadership as a mutual influence process in which group members earn credits that contribute to their relative status and affect expectations about the role each should play in the group. He calls these credits idiosyncrasy credits.

An individual earns credits and thereby gains leader status, first, by demonstrating loyalty and building trust, then by acting innovatively. He or she maintains leader status by continually and successfully reducing uncertainty created by various situations encountered by the group. The leader's success is always dependent upon perceptions of group members who continually evaluate the leader's performance. Hollander uses the concept of credibility to capture this evaluative process. Leaders able to maintain their credibility are judged to be both trustworthy and competent.

Viewing leadership as a social exchange, as idiosyncrasy credit theory suggests, helps to demonstrate the dynamics of the leadership process. It develops an understanding of leadership that extends beyond the notions of a designated position and its role requirements, and suggests that effective leadership is determined in large part by contributions the leader makes to group goals and group cohesiveness. Some studies have confirmed that the influence acquired by the designated leader through the exchange process with followers is more important than influence derived from the position (Yukl 1981:64).

Attritubtional Perspective

This perspective draws attention to individual perceptions of and beliefs about leadership. It assumes that leadership is a mental construction of social reality that is conditioned by semantics and linked to personal qualities and behaviors. This mental construct consists of a set of beliefs about leadership that acts as a perceptive filter to cause the individual to attribute leadership status to others whose personal characteristics and behaviors match the individual's conception. Thus leadership is viewed as a relative concept that is applied subjectively by individuals.

This perspective is derived from attribution theory which attempts to explain the psychological processes by which individuals analyze and attribute meaning to events and behaviors. The theory focuses attention on the individual's tendency to make inferences about causes of events and behaviors which are based upon incomplete information and learned semantics

(Hunt 1984:169). Its application to the study of leadership is fairly recent, but it appears to be gaining increasing attention in the literature. Researchers who pursue this perspective believe the best way to understand why leaders and followers behave the way they do is to study individual perceptions of and beliefs about leadership (Vandenberg et al. 1986).

Vandenberg and her associates (1986) have captured both the essence and the significance of this perspective. Here I shall take the liberty to briefly reiterate their main points.

The central concept used by researchers who are guided by this perspective is implicit leadership theory (ILT). This phrase, which is attributed to Bobby Calder, refers to each individual's personal conception, or implicit theory, about what constitutes good leadership. An ILT may be used in several different ways. Individuals use an ILT as a standard for judging what is appropriate and/or effective leadership behavior. Leaders use ILTs as they analyze followers' behavior, attribute their behavior to certain causes, and choose an appropriate response behavior. Thus, both leaders and followers are viewed as information processors who continually observe others' behavior, attribute their behavior to certain causes and interpret the information based on individual ILTs. The process is never perfect. It is modified and constrained by personal and situational factors.

Some of the findings from this approach include the following:

1. Leaders tend to judge a follower's behavior according to how they themselves could have performed.

2. Leaders tend to attribute follower success to effective leadership and follower failure to the follower, while followers do the opposite.

3. Since leaders tend to attribute the causes of poor performance to follower(s), leaders are more likely to direct their own behavior toward changing follower behavior than to changing the situation or themselves.

Both the theory and these findings suggest that effective leaders will be those who are able to accurately diagnose the content of followers' ILTs, who are more accurate in their causal analysis of followers' performance, and who are able to establish their own distinctive patterns of attributions.

One of the reasons attribution theory has attracted so much attention is that research guided by this perspective has increased awareness of ILTs and the effects they have on observational objectivity. This has lead many researchers to

question the validity of prior research in which attempts were made to correlate objective ratings of leader behavior with selected situational variables. The evidence now suggests that observer bias due to ILTs significantly affects the accuracy of leader behavior descriptions. By refuting the notion that leader behavior can be objectively measured, this evidence supports the claim that leadership is a relative concept that is subjectively applied by individuals.

SO WHAT IS LEADERSHIP?

I believe a good way to summarize the seven perspectives is to begin with the definition offered by Fear, Vandenberg and Thullen (no date: 50) in their national study of community leadership development workers in Extension.

"Leadership consists of three aspects: a process of using influence to help a group achieve its goals; the beliefs individuals have about what makes effective leaders; and the qualities, behaviors, skills, and knowledge of persons perceived as effective leaders."

However, I would continue by suggesting that leadership is also a subset of human action that is sensitive to shifting situational forces, shaped by position and role, and activated by combining motive with positional, personal and other power resources. Leadership as power or influence may be learned. While leadership as status may be delegated, it also must be earned and maintained. In short, it encompasses all of the perspectives previously described, yet reaches beyond each.

IMPLICATIONS FOR EXTENSION LEADERSHIP EDUCATION

Each of the seven perspectives reviewed in this paper makes an important contribution to our understanding of leadership. Each perspective also suggests key concepts and theories that should be considered when developing a leadership education curriculum. Rather than settle on one perspective or theory, Vandenburg, et al. advocate that Extension workers use an eclectic approach (1986:22). Their advice is to develop a leadership curriculum using those theories and perspectives that best meet the educational needs of our clientele groups. To do this we are challenged to be as conversant with the literature as we are familiar with the educational needs of our various clientele groups.

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LEADERSHIP DEVELOPMENT AND BUILDING HUMAN CAPITAL

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Introduction

It is exciting to be with you today and share a few ideas on leadership development and building human capital. My remarks will focus around three areas:

1. Some background information on the ES/ECOP process with the National Initiatives and the Futures Task Force report.
2. Highlights from the Building Human Capital initiative which includes as one of its critical issues--developing leaders; and
3. Current challenges and opportunities which need to be addressed through your work and mine.

My perspective on these areas comes from living and breathing the National Initiatives effort for the past two years as well as from exposure to Extension in several roles in several states and in Washington, D. C. What I hope to accomplish is to provide some ideas that will help you in your role back home which ultimately helps the total Cooperative Extension System-federal, state, and local--achieve its mission.

Background

In January 1986, the Administration's FY 1987 budget recommending a 59% reduction in funding for Extension sent shock waves throughout the Cooperative Extension System. Reactions varied from a belief that a wonderful and unique institution was coming to an end to a recognition of what many policy officials and decision leaders had been telling us--Extension needed to change. At an ECOP meeting in Florida, February 1986, Dr. Chet Black and I representing two different groups (ECOP Budget Subcommittee--Accountability and Evaluation Council) proposed some ideas and possible strategies on priorities the System should address. The decision was made to move forward with some of the items presented. Chet and I were asked to chair a National Priorities Policy Task force, appointed jointly by the Chair of ECOP and the Administrator of ES-USDA.

We met in June 1986 to develop a national priority initiatives process to emphasize the vision, clarity, and accountability of Extension's mission and to move the Cooperative Extension System into a more proactive role as a generator of innovative change. Objectives in establishing this systemwide, priority-setting process were to:

1. Bring an integrated response to national issues;
2. Promote unity on issues affecting the national welfare;
3. Measure and communicate national impact more effectively;
4. Set a benchmark of national educational need;
5. Provide direction for resource acquisition and allocation;
6. Communicate national issues to other organizations, public decisionmakers, and clientele;
7. Obtain input and support from other agencies and organizations; and
8. Foster cooperation.

Our work was presented to the ES Administrator and ECOP in August. We recommended two strategies:

1. A National Initiatives effort focused on programs.
2. A separate effort focused on delivery.

Two new groups were formed:

1. Dr. Black and I were asked to co-chair a National Coordinating Committee to provide policy guidelines and quickly establish eight multidisciplinary teams or task forces for eight initiatives.

2. Dr. Mitch Geasler, Virginia Polytechnic Institute and State University was asked to chair a Futures Task Force.

Both groups recommended that issues programming should drive the Cooperative Extension System. Issues programming means identifying human problems in their own context--outside the Extension organization--without prior regard for traditional Extension methods. The potential for Extension is we will be able to work with and help more people than we had previously thought possible. Instead of limiting our talents, we are liberating them--in the service of others.

This doesn't mean we're junking the knowledge and traditions we've built over the past 75 years. It does mean that in taking the risks inherent in making change, we are discovering the best in ourselves.

<u>A New Direction for the Cooperative Extension System</u>

A national seminar of Extension Directors/Administrators and Associates in January 1988 set the tone for a NEW DIRECTION for the Cooperative Extension System by unveiling a new agenda around the national initiatives. Through this agenda, the System is focusing its resources on issues critical to the economic, social, and environmental needs of Americans. This seminar provided prime interaction and visibility with our publics including the Joint Council, support groups, Agents Associatons,

and Congressional aides. Following this seminar, highly successful national workshops on seven initiatives were held. The workshop on Conservation and Management of Natural Resources is scheduled for November 1988.

The concept of issues programming around national initiatives was developed through the publication entitled "Issues Programming." Funded by ES-USDA, this publication, authored by a team of Extension staff, has received wide recognition and distribution as an aid in implementing issues programming. A set of four papers, funded by ES-USDA, is in process to further develop the conceptual framework for programming around national initiatives. These include:

-- The Role of Disciplines in Issues Programming
-- Program Development Processes Applicable to Issues Programming
-- Strategies for Change
-- Management of Cooperation

The National Coordinating Committee initiated the development of a long range strategic planning process which was approved by ECOP in February 1988 and will be fully lmplemented within the year. This process includes provisions for continuation, modification, and termination of nationwide initiatives.

Development of the nationwide initiatives has demonstrated the Cooperative Extension System's ability to change proactively to address societal issues with educational programs. The initiatives provide a common forum for discussion and development of joint action with a wide array of Extension cooperators and publics. The process has mobilized the System around common concerns and targeted resources toward their resolution.

As Co-chairs of the National Coordinating Committee, Dr. Black and I acknowledge the unfailing support of ECOP and ES-USDA and we recognize the tremendous contribution of each initiative task force and the generous cooperation of Directors/Administrators in providing human and financial resources.

Initiatives addressing a number of issues require a systems approach to organization and programming In using a systems approach, the following has taken place:

-- Within ES-USDA we've formalized teams to provide leadership for each of the initiatives and we've combined the Communications, Information and Technology functions into one unit.

-- Several states have proposed or are funding team-oriented projects to address specific issues using interdisciplinary approaches.

In the area of risk-taking, we've emphatically demonstrated that we can go beyond the status quo. For example, the fiscal year 1989 budget we submitted to Congress was not business as usual. We included three significant budget items in support of the National Initiatives. And we had the support not only of the Department, but of Office of Management and Budget.

Congressional support is only modest right now--but the point is that we tried something different, and in doing so we impressed some of our critics.

To support the national initiatives effort, it is essential we have effective communication throughout the Cooperative Extension System. To facilitate communication and networking, we have established two roles within each Land Grant Institution:

Institutional Coordinator whose responsibilities include:

-- Ensure an open, positive environment in which initiatives can be implemented throughout the System;
-- Target resources to meet institutional needs for issues programming and delivery around initiatives;
-- Provide leadership for dissemination of information and reporting.

Contacts for each initiative whose responsibilities include:

-- Provide expertise for program development and delivery;
-- Share model programs;
-- Initiate multi state programs;
-- Develop public and private sector linkages at state and local levels; Involve volunteers and lay leaders; and
-- Provide accountability/evaluation data and disseminate information and results.

Building Human Capital

The Task Force on Building Human Capital has developed some excellent resource material. My remarks are highlights from the resource material which we hope will be utilized many times and further developed as issues change and new issues emerge.

"Building Human Capital means increasing the ability of people to reach their full potential through involvement in families, organizations, communities, and the workplace. Investments in human capital provide people with the skills, ability, and understanding to function effectively in a complex, changing society."

The Task Force believes attention must be given to four areas of human capital development for a free and prosperous American society, and for maintaining and strengthening our public and private institutions, including our rural and

agricultural sectors:

Facilitating Career Preparation and Transition. People need to be able to enhance their ability to make occupational choices based on educated analysis and be able to update their skills for the workplace as well as to expand their entrepreneurship opportunities.

Preparing Youth for Responsibility. Youth need to develop the life skills which will enable them to be more self-confident and to think independently and interdependently as they accept responsible societal roles.

Renewing Volunteerism. The survival of the democratic way of life depends on the ability of people to voluntarily give of themselves and their resources to meet the needs of society.

Developing Leaders. The Nation needs a greatly expanded pool of people who are capable of leading both public and private organizations.

Leadership curriculum components, research, and theories are many and varied. The challenge to the Cooperative Extension System is to make better use of what is available focusing our efforts on one or more of the Initiatives. For example:

Sample Leadership Components of
Cooperative Extension System's Priority Initiatives

Alternative Agricultural Opportunities -- Training of agricultural leaders who can initiate and demonstrate model programs.

Building Human Capital -- Training of leaders for all sectors, including volunteer leaders and youth.

Competitiveness and Profitability of American Agriculture -- Commodity group leader training. Training of leaders who can initiate and shpae public policy discussions in agriculture.

Conservation and Management of Natural Resources -- Training of leaders who will shape public policy discussions in natural resources.

Family and Economic Well-Being -- Training of family members and others who will lead or participate in public dialogue about family life concerns.

Improving Nutrition, Diet and Health -- Training of leaders who will educate others about individual community aspects of nutrition, diet, and health.

Revitalizing Rural America -- Training of local officials and other community leaders who can renew rural governments and institutions, and contribute to economic development.

Water Quality -- Training of leaders who will help their communities address water quality problems.

Now is a good time to emphasize a point. You may have noted I haven't mentioned directing the initiatives through any of the four program areas. All too often someone states, "this initiative is ours and that initiative is theirs." As I illustrated a minute ago, leadership development cuts across all of the initiatives. The four program areas must also cut across all of the initiatives. Those of you in home economics will have a much greater impact in empowering adults as leaders when you perceive you have a role with all of the initiatives vs. two or three of them.

In the area of leadership development, we have a number of highly effective efforts. Two rather recent efforts which I would like to highlight are the Family Community Leadership (FCL) program and the Working With Our Publics training module on Developing Leadership. FCL is being featured today and later this week during the National Extension Homemakers' Annual Conference. I attended a briefing recently, where Lois Bassett and members of the ES Initiative Team on Building Human Capital discussed the progress of the program. I was impressed with a number of items which I believe emphasize some exciting new directions for the Cooperative Extension System -- focusing on emerging leadership, multiple partners in resource utilization and programming, diversity of delivery methods, and positive organizational and individual change. I believe the bottom line to the success of this program is a team approach to leadership development.

At our Monthly Staff Conference on Friday, we had a video presentation of the first module on "Working With Our Publics." This module deals with the early formation of Cooperative Extension and I believe the video demonstrates in a significant way what can happen when a few people take an idea and move it forward in this case the signing of the Smith-Lever Act. Next year, we will be celebrating the 75th anniversary of the signing of this Act and I would hope these modules on Working With Our Publics and especially the one on Developing Leadership along with our national initiatives effort will continue to infuse into our System new energy a dynamic organization has to have.

<u>Challenges and Opportunities</u>

What I would like to do in the next few minutes is outline several challenges and opportunities I believe need to be addressed and/or considered by each of us in our work back home:

Educating Extension Staff -- In deciding what to focus on for this seminar, I remember seeing an old circular Home Demonstration Work Under the Smith-Lever Act, 1914-1924. I was interested in the section on the early development of home demonstration work in the South. The following quote has been used many times as a means of certifying the appointment of the first county home demonstration agent:

"The first county home demonstration agent in the United States was Ella G. Agnew, appointed June 3, 1910, to serve in Chesterfield, Halifax, and Nottoway Counties, Virginia. The second was Marie S. Cromer, who began work in Aiken County, S. C., August 16, 1910. Although Miss Cromer's work with girls began earlier than the work of Miss Agnew, the appointments were made in the order named. 'Another early worker was Mrs. Dora Dee Walker, of Barnwell County, S. C. Her work with girls' clubs was soon recognized, and she became district agent and afterwards assistant State agent, having an active part in training county agents."

Having an active part in training county agents was important in the beginning of home demonstration work and providing educational opportunities for staff at all levels of our organization continues to be one of the most important responsibilities for the Cooperative Extension System if it is to play a significant role in society. We have many challenges and opportunities for education in Extension with our National Initiatives, The Futures Report, Working With Our Publics, FCL and the list could go on.

Leaders vs Managers. --"Managers do things right. Leaders do the right things." Myron Johnsrud our ES Administrator frequently uses this comparison in discussions of management and leadership. Both are needed. However, in today's organization the increasing challenge is to do the right things in an ever changing and complex world. Our superiors don't have time to focus their efforts and resources in directing or redirecting what you and I do. In some instances it boils down to not having the time or interest in plain old damage control. The people we work with expect more from us and we should expect more from ourselves.

Capacity Building--As leaders of the initiatives effort we are both participants in and observers of the process. We have been challenged to expand our capacity while at the same time helping others see and do things differently and grow too. Many are discussing the meaning of the term "paradigm" which is a fundamental pattern or view that influences the way in which we define reality and locate and solve problems within it. We are learning that our paradigms are often narrowly focused bound by tradition and beliefs not held by others. Thus, our challenge is to not necessarily change our paradigms but to increasingly incorporate the needs and concerns of others.

Vision--Vision is one dimension of leadership and key to increasing an individual's productivity and ultimately the overall success of an organization. Our challenge is to develop a broader vision of what Extension is and could become.

Demographics--Harold Hodgkinson spoke at our annual conference and in his subtle, humorous method of presentation discussed some interesting demographic trends. You have heard them before--increasing diversity across this Nation, changes in the family and changes in the work force, etc. Our challenge is to develop an understanding of the changes taking place and anticipate new opportunities in program delivery and development of volunteers and professional staff.

Marketing--As Extension educators, we are involved everyday in marketing-we market ourselves, our programs, and most importantly, our organization. Marketing to be effective must be outward, placing more attention on the people outside the organization than ourselves. Positive opportunities with cooperators and publics will reward the prepared individual and organization.

Teamwork--This spring I attended a government sponsored workshop on leadership. Jinx Melia, president of a national consulting corporation, conducted the workshop which was based on her book Breaking Into the Boardroom. What Every Woman Needs to Know When Talent and Hard Wrok Aren't Enough. The messages in the workshop and in the book on teamwork are appropriate for both women and men and 1 believe consistent with the New Directions taking place throughout the Cooperative Extension System. Essentially, we are in a period of history where teamwork is a necessity at all levels of our organization -local, county, multi county, state, multistate, nationwide and especially with other agencies and organizations. Much of our future success will depend on cooperation with others. Thus, a new standard to judge our success will be how we lead and manage teamwork.

Summary

Development of the nationwide initiatives has demonstrated the Cooperative Extension System's ability to change proactively to address societal issues with educational programs. The initiatives provide a common forum for discussion and development of joint action with a wide array of Extension cooperators and publics. The process has mobilized the System around common concerns and targeted resources toward their resolution. Each one of you has the challenge and the opportunity to build a new beginning for the Cooperative Extension System.

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LEADERSHIP DEVELOPMENT: THE PARTS AND THE WHOLE

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"Leadership development" has traditionally been a part of all extension programming. Many, if not most, states report an extensive amount of leadership training. However, a careful definition must be made of what is meant by leadership development since the term may mean anything from developing self-esteem to running for political office. Leadership development is of growing interest today as part of the new Extension initiatives and current efforts to promote a stronger image of Home Economics programming.

This paper summarizes some of the many parts of leadership development and relates varying perspectives to the whole area of programming in this area. Several of the more distinct aspects of leadership development education are identified through a brief review of Extension publications and related literature.

THE "PARTS" OF LEADERSHIP DEVELOPMENT PROGRAMMING

The content areas of leadership development training and application can be viewed from several different perspectives--through what is taught (such as personal leadership styles, group process and communication skills); for whom it is taught (potential leaders, organizational leaders, community or political leaders); or the expected result of the teaching (strengthening an organization; increasing participation in community affairs or the public policy process; or developing political support groups for Extension programs or for other organizations).

Efforts to define the nature and scope of "leadership development" bear many resemblances to the old story about the blind men trying to describe an elephant. Their descriptions varied greatly, because each was able to examine only one small part of the whole. The head felt like a rock, the trunk like a snake, the back like a hill, the tail like a rope, and the tusks like knives. There was no way for the blind men to find out which parts they were missing, nor to describe the entire animal as a whole.

TOO MANY PARTS?

Views of what is (and what should be) defined as leadership development vary greatly, even within the Extension system. While there is no one correct definition, we need to recognize the difficulties resulting from the wide variance in terminology. It's especially important to clarify our own definition and approaches and to communicate these perspectives to administra-

tors, co-workers and clientele. This wide variability also makes it difficult to review the literature and to find out what publications and other resources are available. Although a national committee has been working on compiling a list of leadership materials, the task is monumental and never ending. A North Central region work group on community leadership development has identified several gaps in support materials and several specialists are currently working on filling these gaps. Much more needs to be done as home economics programming moves into community action.

A person new to the Extension leadership development field will seldom know how to locate all the leadership development materials available. This is a particular problem for home economists who are not yet part of a leadership network.

In preparing for this paper, a computer search of North Central region publications using "Leadership Development" and "Leadership Skills" as key words was initiated. This search turned out eighty publications, nearly two-thirds of which were 4-H/Youth related. Others dealt with Community Resource Development in a variety of ways; only a few were home economics or public policy topics. The expanding Family Community Leadership program has its own curriculum and "resource box" with materials providing some background information and a variety of teaching activities and hands on experiences. Many Extension educators draw from business management/leadership/personnel training materials, which often require considerable adaptation to the volunteer organization and educational approaches. While leadership development curricula share some commonalities, the effort to personalize and individualize materials may act as a constraint to sharing of information and materials.

LOOKING AT THE PARTS: A CLOSER VIEW

Leadership historically has been seen as a mysterious phenomenon, largely because of its association with charisma. Research now indicates that leadership consists at least partly of observable behaviors that can be taught...and learned. No longer do we believe that leaders are born, not made. People can learn to be leaders, as well as to be more active and effective followers and members.

Definition, roles, and functions of leadership vary. The general "job" of a leader is to help individuals become a cooperative, functioning group, get diverse individual interests blended into a common agreement or consensus, and work with the group to accomplish its goals.

Opportunities for leadership include: voluntary special interest groups; community organizations; political action groups, many others. Effective leaders recognize needs of volunteers, match tasks and people, maintain motivation and prevent burnout.

Leaders make things happen by setting and conveying purpose, involving people in accomplishing the mission and solving problems, and by demonstrating personal commitment to key goals. Self esteem and empowerment are two fundamental building blocks to developing personal leadership competencies. Many basic skills--understanding self, communication (speaking and listening skills, public presentations, giving feedback) assertiveness, group process,etc.--contribute to initial development of emerging leaders. Experienced leaders need refresher courses and advanced training, too.

Describing Leadership Development in extension programs may begin with consideration of the meaning of the word "leader", which of course is closely related to audiences and topics of training.

Personal Leadership: Citizen, Consumer, Family Member: Leaders/Followers participation.

Everyone has leadership potential. While some people seem to be "natural" leaders, everyone can learn the knowledge and skills needed to develop their leadership abilities. Self-assessment and development of self-esteem and confidence are critical needs at the early stage. Many home economics audiences have these needs. They also must learn to accept power, to regard power as a tool for accomplishing needed changes, and to overcome the idea that all power is bad or corrupt.

Leadership styles, include various categories, types or styles (autocratic, democratic, or laissez faire; personal or task oriented; situational) are an important concept in personal leadership; as is communication. One cannot lead without communicating (although one can communicate without leading).

Time management for the busy person (including basic principles of planning goals and priorities, balancing work, family, community, volunteer, activities) is also a key concept.

Teachers or Leaders? Extension Homemaker Lesson Leaders, Other Volunteers.

In many Extension programs, the term "leader" is often used to describe a teacher. For example, Extension homemakers often teach lessons as a way of multiplying the ability of a Home Economics agent to deliver programs.

"Leader training" is typically provided by the home economist to a group of homemakers or "lesson leaders" on the subject matter content of a lesson, along with ideas for teaching or presenting the materials, a fact sheet or similar publication, activities, supporting materials such as flip charts or a videotape, and perhaps with suggestions for publicity and evaluations.

The "leader" here is primarily a teacher. Leadership competencies, such as initiative in organizing the lesson, communication skills, primarily as speaker or lecturer, perhaps as facilitator, are common needs. Transfer of information or a skill is a key function, but typically it's then up to the individual "student" to determine if and how to make use of this information.

Project Leaders or Teachers: 4-H project teachers/leaders, 4-H club leaders, or master gardeners.

The term "leader" is also often used in 4-H/Youth programs. The leader may be a 4-H Community Club leader or advisor, a project leader or teacher. Some 4-H leaders serve as organizers, advisors, and managers of events such as fair exhibits, dress revues, or judging contests. Abilities in leadership and management are needed.

In the teaching role, the leader teaches club members or other youngsters either the information in a project lesson (such as money management or nutrition) or skills such as clothing construction, food preparation, or record keeping.

Master gardeners, master clothing leaders, and other leaders/teachers also are found in Extension adult education programs. They may serve in leadership, management, and teaching roles.

The Manager as Leader -- or Vice Versa

Leading is not the same as managing, despite the fact that the terms are often interchanged in common use. Although some managers are leaders and some leaders are managers, leading and managing are not identical activities. However, there is not universal agreement as to which is which! Business texts and references may define the role of leadership and management from different perspectives that don't fit the volunteer organization as well as the corporation or small firm. For example, one text states that leadership is the process of directing the behavior of others toward the accomplishment of some objective. Directing, in this sense, means causing individuals to act in a certain way or to follow a particular course, consistent with such factors as established organizational policies, procedures, and job descriptions.

Other perspectives view leadership as being either broader in scope or a more "mission oriented" or visionary activity. In this view, leadership and management are at ends of a continuum.

Leaders tend to:

- Make decisions based on an envisioned future.
- Emphasize intuition, supported by reason.

_ Expand beyond given resources.
_ Work according to what is needed now.
_ Be intuitive, subjective and impractical.
_ Act toward the future, based on the present.
_ Emphasize belief and commitment.

Managers tend to:

- Make decisions based on established directions.
- Emphasize the rational, supported by feeling.
- Use given resources effectively.
- Work according to plans and schedules.
- Be analytical, objective and practical.
- Act in the present, based on the past.
- Emphasize knowledge and facts.

Organizational Leadership: Officers and Chairpersons. Extension Organizations (Councils, PDC's, 4-H, clubs, Extension Homemakers,etc.)

Providing leadership training for officers and committee chairpersons and members of organizations is an on-going task in many groups. There are few things as discouraging to organizational success as long, drawn-out, disorganized meetings and lack of well articulated overall goals and specific plans of actions. "Officer training" is offered by many groups on an informal, in-house basis for their specific members, either locally or on a county, area or state-wide basis. Often roles, responsibilities, history, and "housekeeping details" of officers and members, specific to the group, are featured. Principles of leadership, delegation, and management are also frequent topics. Training may also identify, analyze, and try to solve an organization's problems in order to improve its functioning.

Organizational leadership may have purposes going beyond group maintenance and efficiency. This includes strengthening new and existing organizations in order to expand the leadership base of the community, provide needed outlets for community participation, and enhance the organization's impact on community needs.

Community Leadership: Political Leaders, Rural Leaders, Economic Development Leaders, Community Action Groups.

Organizational leadership as a category extends into (or overlaps with) much of what is considered community leadership development. Communities consist of many organizations that serve residents' needs. These organizations often rely on professional staffs to provide leadership at higher levels of administration, but volunteers carry the load at the local level. In rural areas, volunteer leaders and the resources they contribute are especially important. Leadership development is the goal of in-house programs presented by many organizations in both the private and public sector.

Community leadership programs in rural areas often consider several important strategies. These may include efforts designed to provide for community survival and economic development of particular concern at the present time are analyzing participation levels and facilitate entry of new people in the pool of volunteers relied upon for leadership; examining the structure of community institutions and organizations to facilitate improved coordination and cooperation; and providing added rural input into the institutional restructuring process itself.

Other types of community leadership training are the various leadership programs helping people prepare for top posts in civic, agricultural, and other community organizations, as well as appointed and elected positions in the public sector. Candidates for such programs usually have demonstrated leadership qualities and potential, as indicated by participation in community, political, or organizational activities time available, letters from employer and spouse. These leaders often aim toward state, national, or international activities, rather than remaining in the local community.

Family Community Leadership: Leadership Skills for Women and Family Members. +/- other emerging or experienced leaders.

Family Community Leadership is a unique project in that it aims toward developing leadership skills and community involvement in an audience traditionally not well represented in the public policy process. Team work (in teaching, planning, policy making, and other aspects of the program) is emphasized by volunteers and Extension staff working as peers. Co-sponsorship by the Extension Service and Extension Homemakers and other volunteers and financial support from the W.K. Kellogg Foundation also distinguish this program from others. Potential or emerging leaders are an important audience in this program.

In the Family Community Leadership curriculum, the following titles are included in the "Leadership" Category: Leadership Behavior; Effective Meetings; Communication; Problem Solving; and Values Differences.

Other modules address Group Process, Issues Analysis/Resolution, Public Policy, Volunteerism, and Teaching Methods. The FCL program has increased public policy involvement as a major goal.

Public Policy Education: Leadership skills as basis for involvement in public decisions.

One of the four objectives of public policy education in home economics has been to develop leadership skills as a means to increase the involvement if individuals and family members in the policy making process. Within public policy education in home economics, leadership training emphasizes three major interrelated areas:

- enhancing personal leadership skills.
- clarifying organizational concepts; and
- developing the skills necessary to participate effectively in shaping policy in one's community.

The leadership development component of public policy education within home economics is unique in that potential rather than established leaders are frequently the program audience. Therefore, extension home economists will often work with family members to enhance self-confidence in preparation for taking leadership roles. The FCL program is one example of a program combining leadership and public policy education, although a variety of other local or state programs have been developed.

The arena the audience chooses for implementing these skills determines whether or not this training can be seen as public policy education. Thus all leadership development training is not public policy education, and leadership development is only one part of public policy education.

PUTTING THE PARTS TOGETHER

A comprehensive training program be based on teaching common leadership skills, which apply to most audiences. Such a curriculum includes both leadership effectiveness and group process skills. In addition, rural residents must also cope with their declining influence in the decisions about programs and activities important to them. Examples of "parts" of leadership development programs can be explored as a continuum or a hierarchy of competencies and applications.

Portions of the curriculum may be directed to specific clientele groups, targeted by level of prior experience and interest (e.g.beginning through advanced levels), types of leadership involvement (e.g. homemakers organizations, 4-H club, city commission, or agribusiness organizations) or specific training topic desired (e.g. team building, conflict resolution). Teaching can be provided by Extension staff, by resource people, or by teams of staff and volunteers. Starting with the "small parts" and building toward a comprehensive "whole" will be particularly important for home economics programs.

A Continuum?

One approach to looking at leadership development in a comprehensive way uses a continuum in human development. Such a perspective may regard individual development as the initial step (developing a positive self-image, creating a support base with others). This is followed by interpersonal development (including learning to serve as a volunteer, to teach others and understand volunteer organizations).

Group and organization development is the next step, with a focus on acquiring leadership skills and organizational/problem solving skills. In turn, this is followed by a public policy orientation (first increasing knowledge about community issues, then understanding the larger system, and state (national issues) and increased participation in policy making). One difficulty in programming from this perspective is that people tend to move in and out of the continuum at various levels, rather than along a straight line of progress. An individual may be learning and developing at several stages at the same time. Not everyone regards involvement in state/national issues as the final goal, but prefer to maintain a local/community focus.

Or a Matrix?

A matrix or hierarchy diagram may need to be used to take account of all the shifts and interrelationships. Although it makes a more complicated model, it helps educators move toward better targeting of audiences in different stages of leadership development with the curriculum they need at the "teachable moment."

UNIFYING THE WHOLE: LEADERSHIP AS EMPOWERMENT, ENCOURAGEMENT, ETHICS, AND VISION

In addition to fitting the parts together to build a leadership development training program suited to the needs of home economics(and other) audiences, those of us with leadership development responsibilities must also strive to be leaders ourselves. While we work with specific individuals in the micro-environment, we must not forget the unified whole.

Empowerment is the process of developing individual's ability to participate in decisions and actions which affect community life. Empowerment is the collective effect of leadership. Both the giving of power and the acceptance of power are involved.

Encouragement must be provided to all members of a group who are striving to develop participating decision-making. Both Extension staff and volunteers need support, coaching, and/or mentoring to develop leadership skills and programs. Planning for small successes, celebrating progress, setting realistic goals are part of a nurturing, supporting environment.

Ethics as a part of leadership includes consideration of the consequences of decisions and actions on everyone involved in both the short and long term. Ethics means education that is as objective as possible. Extension educational programs in public policy educators must careful to distinguish between the educational role and the advocate role.

Vision provides creative ideas about the future and its possibilities--for both individuals and groups/communities. Vision and purpose include promotion of local decision-making, involvement by community citizens at various levels, belief in Jeffersonian democracy and humanistic leadership, education rather than advocacy. Development of personal self-confidence and leadership skills is a first step in helping rural families and communities adjust to economic and social change and assist with problem solving, public policy choices, and develop capacity to plan for the future.

As leaders we convey a vision of the future--and act as catalysts who transmit the vision to colleagues and clientele. We communicate in a variety of ways, taking advantage of opportunities for both large group and one-on-one discussion. We develop committed followers, involving others, seeking advice, soliciting solutions to problems and producing frequent positive feedback. We make the people who work with us feel responsible for what happens.

By involving people, we leaders also empower the people we work with. We encourage people to be self-reliant and to practice self-management.

Strong leadership is required to make changes happen. We must envision and build new machinery instead of just squirting oil in the existing machines of the organization. Leadership is a balancing act--juggling personal and managerial leadership and organizational responsibilities. It offers a chance to speak out for what we believe is important and to share our ideas and inspirations. And when we describe our Leadership Development programs, let's remember the elephant description. Let our audience know which parts we are discussing and how they combine to make the whole.

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PUBLIC POLICY INVOLVEMENT OF THE VIRGINIA EXTENSION HOMEMAKERS COUNCIL, INC.: AN EXAMINATION AND COMPARATIVE ANALYSIS

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INTRODUCTION

Virginia has had a long history of people involvement in decision making and other matters that affect the quality of life. However, people involvement in Virginia today, constitutes less than 1% of the total population. According to Ruehrmund (1986), this translates to approximately 1000 people in cities with populations of at least 100,000 and 60 people in towns with populations of at least 6000.

In reference to the types of involvement needed, the first and foremost one appears to be the need to become involved in public policy issues. Everyday individuals, families, and communities face issues or concerns, yet they are hesitant to become involved because they perceive themselves to lack the leadership abilities or the confidence in their abilities to do so.

One voluntary adult education organization, the Virginia Extension Homemakers Council, Inc. (VEHC), has recognized the need to empower its members and others to become more effective leaders and participants in the public policy decision making process. This organization, located in all but two counties/cities, has experienced declines in membership, leadership, and involvement. It currently has a statewide membership of 10,500. However, this represents a 6% decline from 1987 and a 14% decline from 1986. The apparent lack of leadership and involvement is evidenced by the low number of nominations that are received each year to fill the various elected/appointed positions and the hesitancy on the part of those who do assume the positions as well as others to become actively involved.

To address the need for increased leadership skills and public policy involvement, the VEHC and the Virginia Cooperative Extension Service (VCES), with partial funding from the W. K. Kellogg Foundation, launched the Virginia Family Community Leadership (FCL) Program in July 1988. FCL is an educational

program designed to prepare individuals for leadership and involvement in public policy decision making that affects themselves, their families, and their communities.

PURPOSE

In order to establish benchmark data for use in measuring the impact of the Virginia Family Community Leadership Program, a statewide investigation was conducted prior to its beginning to determine the current level of VEHC public policy involvement. To what extent are members of the Virginia Extension Homemakers Council, Inc., (VEHC) involved in public policy decision making efforts? In what types of involvement are they engaged? What is the relationship between involvement and age, race, sex, employment, education, leadership, age of children, income, place of residence, length of time in residence, and geographic region? These statements constituted the problems on which the investigation was conducted.

LITERATURE REVIEW

To what extent are groups and organizations involved in public policy decision making? The literature reviewed for the purpose of the described investigation yielded little information regarding its specific nature. However, that which was revealed provided the framework on which to base the investigation.

According to Stratton (1980), in an interview with Dr. Robert Presthus, groups and organizations play a significant role in the formation of public policy decision making and an increasing number are becoming more involved. Presthus states in the interview that in general, business and professional groups tend to be the most effective. However, voluntary groups and organizations are becoming more effective. One voluntary organization, the Association of Junior Leagues, Inc., has significantly increased its involvement in public policy initiatives and collaboration (Annual Report, 1986-87). Another organization, the American Association of Retired Persons (AARP), has also become increasingly active in public policy decision making. As a result of its involvement, it has emerged a powerful force in this arena. In addition, other organizations have begun to recognize the importance of getting involved. The National Extension Homemakers Council, Inc.'s (NEHC) involvement in public policy decision making efforts is evidenced by its commitment to and support of the Family Community Leadership Program. Williams and Faulkner (1986) state that increases in

public policy involvement among NEHC members who have participated in FCL have been observed.

In reference to the types of involvement in which groups and organizations are engaged, Stratton's interview with Presthus (1980), reveals that testifying, making personal contacts, and coalition building seem to be perceived to be the most effective and the ones that have had a higher degree of involvement. Political participation, on the other hand, is lower. In terms of voting, Thompson (1970) reports that election turnout at all levels is low and that only 4-5 percent are active in political campaigns. Virginia ranked 37th in voter participation in the 1984 presidential election. In addition, Sabato (1985) reports that an average of 20% of the registered eligible voters vote in the 3000 local government elections nationwide. Voting statistics for the 325 Virginia local government elections do not differ significantly from the national average. Public policy involvement is also generally lower than other types of involvement. Milbrath (1965) states that essentially onethird of the population plays an apathetic or passive role, 60% play a "spectator" role, and 5-7% play an active role and attend public meetings.

Do relationships exist between involvement and the variables mentioned earlier? According to Checkoway & Van Till (1978), income, education, and employment status have a positive correlation with individual involvement. Martin & Wilkinson (1985) also note that there is a strong correlation between public policy involvement and socioeconomic status. They state that individuals of a higher socioeconomic status tend to be more actively involved than individuals of a lower socioeconomic status.

Studies show that racial and sexual differences in public policy involvement exist. Women and minorities have been observed to be underrepresented among public policy participants. According to the Directory of State and Local Government in Virginia (1986), women make up 16% of the state's town councils, 7% of the mayoral positions, 8% of the county boards of supervisors, and 6% of the General Assembly. One woman serves as Virginia's attorney general and no women serve as U.S. senators or congressional representatives. Minority and female involvement in meetings and hearings conducted by the various governing boards, councils, commissions, and committees is low. London (1975) attributes the lack of minority involvement to the socioeconomic distress that is often experienced by minorities. Cook, Howell, & Weir (1985) state that the lack of female involvement in public affairs is due to the lack of experience, contacts, and/or confidence.

The literature reviewed made no reference to the relationship between involvement and age, place of residence, education, ages of children, length of time in residence, and geographic region. However, several hypotheses have been formulated regarding these relationships. First of all, it is hypothesized that as age, children's age, and length of time in residence increase, public policy involvement will increase. Secondly, relationships between involvement and place of residence and geographic region are also expected to occur.

METHODOLOGY

A survey consisting of fifty-two close ended question items was constructed using Nerud's (1981) public policy action list as a model. It was administered to a systematic stratified sample of 400 VEHC members. A total of 166 (42%) responded. See Table 1. Table 1 also shows the population size by district as well as the required sample size.

The involvement data obtained pertained to current knowledge (items 1-7), current issues (items 8-16), contacts (items 17-21), public policy participation (items 22-35), voting (items 36-38), support (items 39-44), leadership positions (items 45-49), and affiliations (items 50-52). See Table 2. The demographic data collected related to age, race, sex, employment, education, club/class leadership, age of children, income, place of residence, length of time in place of residence, and region were also obtained. See Table 3.

For analytical purposes, the data were then grouped by the following categories: current knowledge (items 1-7), update knowledge (items 8-16), participation (items 17-52, with the exception of items 36-38), and voting (items 3638). See Table 4. Statistical tests used were the chisquare and Pearson product-moment correlation coefficient. Descriptive statistics used included frequencies, means, and percentages.

FINDINGS

Respondent Profile

The respondents were determined to be predominantly older (67% over age 55); white (90%); female (98%); and unemployed (69%). With the exception of the data relative to employment and place of residence, this profile did not differ from the one revealed by an earlier study of the same population (Neilan, 1985). In terms of these demographics, a 6% increase in

employment outside the home and an 11% decline in number of respondents living on farms were observed. These observations support national trends.

The highest/lowest percentages for each of the response categories were determined as highlighted in Table 2. In the current knowledge section, items 1-7, 92% indicated they knew the name of their U.S. senator, with 70.2 knowing the name of their school board member. In the current issues category, the highest respondent percentage was observed for reading news articles about local happenings (96.4%). The lowest was observed for the listen to radio broadcasts of state news item (79.2%). For items 17-21, which related to contacts, the highest percentage (23.9%) was observed for the visit public official(s) to discuss issue(s) item. Only 5.7% indicated that they had written a letter to the newspaper editor stating their position on an issue. For the next group of items, 22-35, 68% indicated they had signed a petition. However, only 7.1% had ever attended a national legislative session. In terms of voting, items 36-38, local elections received the highest percentage, 88.1% and national elections received the lowest, 67.1%. In terms of support, items 39-44, contributing money to support efforts received the highest percentage, 28.9% and volunteering time to assist persons received the lowest, 11.4%. The highest/lowest percentages observed for the next group of items, 45-49, which dealt with leadership, were 8.7% for the nominated for appointed position item and 3.2% for the run for elected position item. Finally, for the items which dealt with affiliations, 50-52, 21.1% indicated that they had joined a group or organization to address an issue while only 5.2% had indicated they had formed a group or organization to address the issue.

Comparative Analysis

The comparative analysis using the Pearson productmoment correlation coefficient to measure the degree of relationship between the types of involvement and the independent variables yielded few relationships. However, those which were addressed by the literature reviewed, supported it. As shown in Table 4, relationships were observed between participation and education; update knowledge and age of children; voting and age of children; current knowledge and length of time in place of residence; voting and length of time in place of residence; participation and office held; and update knowledge and income. Little or no relationship was discovered for the other comparisons including the district comparisons. Comparisons by race and sex were not possible due to insufficient data.

Table 1

Population Size, Sample Size, Response Rate

by District

Name of Region	Number of Members	Percent of Total
	Population Size	
Northern	2469	23.8%
East Central	1374	13.2%
West Central	3025	29.1%
Southwest	1598	25.4%
Northeast	1402	13.5%
Southeast	515	5.0%
Total	10,383	100.0%
	Sample Size	
Northern	95	23.8%
East Central	53	13.2%
West Central	116	29.1%
Southwest	62	25.4%
Northeast	54	13.5%
Southeast	20	5.0%
Total	400	100.0%
	Response Rate	
Northern	33	19.9%
East Central	18	10.8%
West Central	33	19.9%
Southwest	48	29.0%
Northeast	15	9.0%
Southeast	15	9.0%
Unidentified	4	2.4%
Total	166 (42% of 400)	100.0%

Table 2

Virginia Extension Homemakers Council
Public Policy Survey

Response Summary

Response Item	Yes N	Yes %	No N	No %
Do you currently know the name of your. . .				
1. U.S. senator	151	92.1	13	7.9
2. U.S. congressional representative	143	88.3	19	11.7
3. State senator	145	89.0	18	11.0
4. State house of delegate representative	127	77.9	36	22.1
5. County board of supervisor representative	134	82.7	28	17.3
6. City/town council representative	106	70.2	45	29.8
7. School board member	124	76.5	38	23.5
To keep informed of current issues do you. . .				
8. Read news articles of local happenings	159	96.4	6	3.6
9. Read news articles of state happenings	156	94.5	9	5.5
10. Read news articles of national happenings	153	92.7	12	7.3
11. Listen to radio broadcasts of local news	135	84.4	25	15.6
12. Listen to radio broadcasts of state news	128	80.5	31	19.5
13. Listen to radio broadcasts of national news	126	79.2	33	20.8
14. Watch television broadcasts of local news	153	92.7	12	7.3
15. Watch television broadcasts of state news	155	93.4	11	6.6
16. Watch television broadcasts of national news	155	93.9	10	6.1

Table 2 Continued

Response Item	Yes N	Yes %	No N	No %
During the past year did you. . .				
17. Visit public official(s) to discuss issue(s)	38	23.9	121	76.1
18. Call public official(s) to discuss issue(s)	35	22.2	123	77.8
19. Write public official(s) to discuss issue(s)	29	18.5	128	81.5
20. Write newspaper, radio, or television editorial on issue	10	6.4	146	93.6
21. Write letter to newspaper editor stating position on issue	9	5.7	149	94.3
In relation to an issue that was/is of concern to you, have you ever. . .				
22. Attended county board of supervisors meeting	69	43.1	91	56.9
23. Attended city/town council meeting	44	28.4	111	71.6
24. Expressed opinion regarding issue being discussed	70	44.3	88	55.7
25. Attended public hearing concerning issue	69	43.4	90	56.6
26. Testified orally at public hearing on issue	25	15.9	132	84.1
27. Testified in writing regarding issue	24	15.5	131	84.5
28. Arranged public meeting	21	13.5	134	86.5
29. Signed petition	110	68.8	50	31.3
30. Obtained signatures for petition	36	22.9	121	77.1
31. Attended state legislative session	11	7.1	144	92.9
32. Attended national legislative session	12	7.7	144	92.3
33. Attended political meeting	41	26.1	116	73.9
34. Lobbied individually	20	12.9	136	87.1
35. Lobbied through group/organization	28	18.1	127	81.9

Table 2 Continued

Response Item	Yes N	Yes %	No N	No %
During the past year did you vote in. . .				
36. Local elections	141	88.1	19	11.9
37. State elections	130	83.3	26	16.7
38. National elections	102	67.1	50	32.9
During the past year did you. . .				
39. Contribute money to support efforts made to resolve issue	44	28.9	108	71.1
40. Contribute money to support persons addressing issue	31	20.7	118	78.7
41. Volunteer time to assist with efforts made to resolve issue	26	17.3	124	82.7
42. Volunteer time to assist persons addressing issue	17	11.4	132	88.6
43. Campaign in support of issue	23	15.4	126	84.6
44. Campaign in support of person	32	21.2	119	78.8
Have you ever. . .				
45. Run for elected position	5	3.2	149	96.8
46. Gained elected position	5	3.3	146	96.7
47. Volunteered to be considered for appointed position	6	4.0	144	96.0
48. Been nominated for appointed position	13	8.7	137	91.3
49. Accepted appointed position	12	7.9	139	92.1
Have you ever. . .				
50. Joined group/organization to address issue	32	21.1	120	78.9
51. Formed group/organization to address issue	8	5.2	144	94.1
52. Networked with other groups/organizations to address issue	22	14.6	128	84.8

Table 3

Demographics

Respondents	N	%
Age		
Under 24	1	.6
25 - 34	11	6.8
35 - 44	19	11.8
45 - 54	22	13.7
55 - 64	42	26.1
65 and over	66	41.0
Race		
White	145	90.1
Black	15	9.3
Asian	1	.6
Sex		
Male	2	1.2
Female	157	97.5
Employment		
Yes, full-time	24	15.2
Yes, part-time	24	15.2
No	109	69.0
Education		
8th grade or less	7	4.5
Some high school	16	10.2
High school graduate	45	28.7
Some college	52	33.1
College graduate	29	18.5
Post-graduate, masters, or above	8	5.1
School/College class/club officer		
Yes	77	49.7
No	77	49.7

Table 3 Continued

Respondents	N	%
Age of Children		
None	18	11.5
Pre-School	11	7.1
Elementary	13	8.3
High School	17	10.9
College	17	10.9
Adult	80	51.3
Individual Income		
Do not work outside the home	56	36.6
Under $9,000	26	17.0
$9,000 - 12,000	13	8.5
12,001 - 15,000	12	7.8
15,001 - 20,000	11	7.2
20,001 - 30,000	20	13.1
30,001 - 35,000	6	3.9
Over 35,000	9	5.9
Place of Residence		
Farm	29	18.4
Rural area, but not farm	74	46.8
Town (less than 2,500)	13	8.2
Small city (2,500 - 9,999)	9	5.7
Medium city (10,000 - 25,000)	18	11.4
Large city (25,000 or more)	15	9.5
Length of Time in Place of Residence		
5 years or less	16	9.6
6 - 10 years	20	12.0
11 - 15 years	21	12.7
Over 15 years	108	65.1
Region		
Northern	33	20.4
East Central	18	11.1
West Central	33	20.4
Southwest	48	29.6
Northeast	4	2.5
Southeast	26	16.0

Table 4

Correlations

Types of Involvement	N	Correlation Coefficient	Relationship
		Involvement by Age	
Current Knowledge	160	-.0161	Little, if any
Update Knowledge	161	-.1642	Little, if any
Participation	160	.0083	Little, if any
Voting	160	-.2182	Little, if any
		Involvement by Employment	
Current Knowledge	156	-.0158	Little, if any
Update Knowledge	157	.0762	Little, if any
Participation	156	.0344	Little, if any
Voting	160	-.1286	Little, if any
		Involvement by Education	
Current Knowledge	156	-.0574	Little, if any
Update Knowledge	157	.0068	Little, if any
Participation	156	-.3457	Low, negative
Voting	152	-.0783	Little, if any
		Involvement by Office Held	
Current Knowledge	153	.0715	Little, if any
Update Knowledge	154	.0794	Little, if any
Participation	153	.2937	Low, positive
Voting	148	.1809	Little, if any
		Involvement by Age of Children	
Current Knowledge	156	-.0884	Little, if any
Update Knowledge	156	-.3308	Low, negative
Participation	155	.1265	Little, if any
Voting	150	-.3402	Low, negative
		Involvement by Income	
Current Knowledge	96	-.0255	Little, if any
Update Knowledge	97	.2172	Low, positive
Participation	97	-.0089	Little, if any
Voting	94	-.0250	Little, if any

Table 4 Continued

Types of Involvement	N	Correlation Coefficient	Relationship
Involvement by Place of Residence			
Current Knowledge	157	-.0592	Little, if any
Update Knowledge	158	-.0809	Little, if any
Participation	157	.0817	Little, if any
Voting	152	-.1301	Little, if any
Involvement by Length of Time in Place of Residence			
Current Knowledge	164	-.2121	Low, negative
Update Knowledge	165	.1869	Little, if any
Participation	164	-.0443	Little, if any
Voting	159	-.2364	Low, negative
Involvement by District (Northern)			
Current Knowledge	32	.0380	Little, if any
Update Knowledge	32	-.0617	Little, if any
Participation	30	.0204	Little, if any
Voting	31	.0772	Little, if any
Involvement by District (East Central)			
Current Knowledge	18	.0266	Little, if any
Update Knowledge	16	-.0815	Little, if any
Participation	17	-.0495	Little, if any
Voting	17	.0054	Little, if any
Involvement by District ((West Central)			
Current Knowledge	32	.0462	Little, if any
Update Knowledge	33	.1422	Little, if any
Participation	30	.0875	Little, if any
Voting	32	.0614	Little, if any
Involvement by District (Southwest)			
Current Knowledge	46	-.0884	Little, if any
Update Knowledge	48	.0159	Little, if any
Participation	45	-.0578	Little, if any
Voting	47	-.0399	Little, if any

Table 4 Continued

Types of Involvement	N	Correlation Coefficient	Relationship
Involvement by District (Southeast)			
Current Knowledge	15	-.0439	Little, if any
Update Knowledge	14	-.0097	Little, if any
Participation	14	-.0134	Little, if any
Voting	14	-.0661	Little, if any
Involvement by District (Northeast)			
Current Knowledge	13	-.0368	Little, if any
Update Knowledge	14	-.0592	Little, if any
Participation	14	.0329	Little, if any
Voting	15	.0461	Little, if any

CONCLUSIONS

Based on the findings it was concluded that as education and income levels increase, public policy participation and knowledge of current issues increase respectively. These findings support the literature reviewed. Public policy involvement was also found to be directly related to involvement by office held. This finding indicates that if individuals have been involved in a leadership position, they are more likely to be actively involved in public policy participation efforts. Another finding, as age increases, voting participation increases, is consistent with national trends. Also, as children grow older, their parents increase their voting participation and knowledge of current issues. Perhaps this type of involvement increase can be explained by the fact that as children grow older, time demand changes occur, therefore making it possible for parents to redefine their priorities and become more involved. Finally, as length of time in a place of residence increases, voting participation and knowledge of current issues increase. This finding indicates that the longer a person resides in one community, the more likely he/she is to vote and be aware of current issues, especially if they relate to the place of residence.

SUMMARY

In summary, to what extent are the VEHC members involved in public policy decision making efforts? Based on the investigation's findings, their involvement can essentially be described as more passive rather than active. In terms of involvement type, it seems to be limited to knowing who their public officials are and keeping abreast of current issues. They are less involved in active participation efforts, with the exception of voting, in which many appear to engage. Few relationships between involvement and the independent variables studies were found to exist and those that were discovered had low correlation coefficients.

In any event, the study, which is a major component of the total evaluation effort for the Virginia FCL Program, accomplished three things. First of all, it provided insight concerning the extent of the VEHC's public policy involvement. Secondly, it yielded baseline data that will be used in measuring the effectiveness of the Virginia FCL Program. Thirdly, the research instrument proved to be an especially useful model to those interested in conducting similar investigations.

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LEADERSHIP DEVELOPMENT: A STAFF AND VOLUNTEER PARTNERSHIP

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Situation

The Purdue University Cooperative Extension Service offers a cafeteria of staff development training conferences annually. Attendance at these conferences has been limited, for the most part, to Extension staff in the field and on campus. Volunteer participation has been limited to conferences specifically designed for volunteers such as the State Leaders' Conference for 4-H leaders and the Home and Family Conference primarily for Extension Homemakers. Influence from the Family Community Leadership program, which promotes a peer relationship between staff and volunteer, created an environment in which a new model could emerge and be supported. A training model was conceived that built on the staff and volunteer partnership with leadership development as the subject matter focus.

Training Model

A two day training for county teams consisting of an Extension Home Economist and an emerging Extension Homemaker leader was designed with the following objectives:

To explore the relationship between staff and volunteers in order to enhance the strengths of each partner

To study Situational Leadership and apply it to the Extension model

To develop a county plan for the enhancement of leadership development of volunteers

An emerging leader was defined as someone just beginning to serve in a county leadership position who is creative, cooperative, and open to new experiences. The selection process was left up to the Extension Home Economist and the Extension Homemaker Board of Directors in the county. Expenses for the emerging leader were the responsibility of the Extension Homemaker organization.

The curriculum for the training focused on leadership styles with particular emphasis on the concept of situational leadership. The format included a variety of activities where the staff and volunteers interacted and learned experientially. The nominal group technique was introduced, discussed, and utilized in a group exercise.

Audio visual materials used were ones that counties have access to free of charge from the university. (See addendum for titles and addresses.)

At the conclusion of the two days each county team was asked to make a written contract with each other and with the facilitator outlining how they planned to implement what they had learned.

Results/Impacts

A summative evaluation was conducted at the close of the training. Forty nine of the fifty emerging leaders indicated that the training enhanced their relationship with the Extension Agent. On a scale of 1 to 7, with 7 as superior, all participants, staff and volunteer, rated the experience at 5 or higher. The nominal group technique was rated as the most useful new technique learned.

A follow up evaluation three months after the training indicated that the volunteers not only increased their knowledge but put it to work in their counties. All counties completed some portion of their contract, with future plans for additional activities. Of the 23 counties that returned evaluation forms 3, (13%) completed their entire contract, 20 (87%) completed part of the contract.

Volunteer participants reported practices changed including:

"We reorganized the Presidents' Council agenda to deal with important issues earlier when participants are at their peak."

"We used the nominal group technique in county program planning to increase discussion."

As a result of the training, volunteers reported end results impacts including:

-being more assertive
-less fear as a public speaker
-more confidence as a leader
-being less dictatorial
-less friction at committee meetings

The impact of this type of a partnership in training was best verbalized by one of the volunteer participants:

"Since this is my first year as a county officer and since our Extension Agent is fairly new, this training provided an opportunity for us to get to know each other better; an opportunity for dialogue; and a chance to begin planning for the future."

Summary

The future of our nation's economic and social strength rests on the capabilities of its people. Developing leaders is one of the issues included in the national initiative, Building Human Capital. The Extension Homemaker organization offers the Cooperative Extension Service raw talent, ready and able to be developed along side our staff in leadership training conferences. Our experience in Indiana indicates that joint training is appropriate, resulting in personal growth and organizational change.

Addendum

Audio Visual Materials

**Productivity and The Self Fulfilling Prophecy:
The Pygmalian Effect.**
CRM McGraw-Hill Films
110 Fifteenth Street
Del Mar, CA 92014
(714) 453-5000

Features Dr. Robert Rosenthal presenting results of some of his studies on the power of expectation in influencing human performance. Shows how this Pygmalion effect can be used as a positive or negative influence. Illustrates the way this process occurs and shows how management can use it as a tool for the benefit of both the organization and the individual. Copyright 1974, 30 minutes.

Case Studies in Leadership
Salenger Films/Videos
1635 12th Street
Santa Monica, CA 90404
(213) 450-1300

Presents two dramatized cases illustrating the major forces which influence leadership styles. Shows how the most appropriate leadership depends upon three forces: (1) forces within the leader; (2) forces within the people being led; (3) forces within the situation. Designed to help audiences define effective leadership and to recognize when and where to apply it. (Variant title: Case Studies in Leadership). Copyright 1976, 18 minutes.

LEADERSHIP DEVELOPMENT - ONE STATE'S APPROACH

Clyde T. Mounter
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Clemson University

Developing leadership skills is as important to the future successes of the Cooperative Extension Service as learning to read is to the field of education. Presently no consistent, unified or overall leadership program exist within Extension, the University or the state of South Carolina. From Problem Identification Committees (PIC) across the state and across all program areas, the need for leadership development and involvement of more people in Extension programs is apparent.

Leadership development through Extension in South Carolina has been and will continue to be a multifaceted program. Efforts are being made in many areas by different methods to expand and improve efforts in volunteer leadership development. This paper will describe some of these programs and show how Extension seems to be emerging as the leader in putting all of the pieces of the puzzle together into a unified volunteer leadership development package.

National Initiatives

This past year the national initiatives for the Cooperative Extension Service were published showing a major emphasis in volunteer leadership development. Two sections under Building Human Capital stressed the need for volunteer leadership development. One of these sections was entitled Developing Leaders. The nation needs a greatly expanded pool of leaders to meet ever-changing social needs and to ensure the future of the country. Extension will:

-prepare people for active, effective roles in communities, organizations, and political processes.
-develop a leadership curriculum.

The second section was entitled Renewing Volunteerism. As programs grow to met increased clientele and societal needs, a strengthened volunteer role will be vital to the success of such efforts. Extension will:

-Expand the reach of its programs by increasing volunteer recruitment and training.
-build the volunteer ethic in communities, particularly among youth and immigrants, where research shows need is greatest.

One section under Revitalizing Rural America related specifically to volunteer leadership development. This section, called Need for Skilled Community Leadership, says that Extension will:

-build networks among local, state, regional, and federal organizations.
-increase understanding of policy alternatives and implementation.
-Improve support for community leaders.
-provide continuing education for rural leaders.

Cooperative Extension Service

In 1985 the Extension Service in South Carolina initiated a program called "Marketing Extension" as a part of the long range planning process for Extension. Five major steps in this long range plan have been implemented. They are:

1. A three-day Annual Extension Conference for 400 professional employees focusing on the marketing process was held in late 1985.

2. Each Extension administrative unit (46 counties and 16 departments) prepared a report documenting the social and economic environment in which it operates. District and statewide summaries were also prepared.

3. Each unit appointed a Problem Identification Committee (PIC) to assist with identifying and evaluating problems which need to be addressed in their community or area of expertise. Over 700 citizens and 250 Extension professionals participated in this process which identified 1803 problems and concerns. County, department, and statewide summaries of these reports were prepared.

4. Extension, using information derived through the above process and from other sources, appointed 20 program teams to further evaluate these needs and plan specific educational programs which address these needs and opportunities.

5. These 20 program teams, made up of nearly 200 Extension agents, specialists, and administrators, and with input from numerous others, both within and outside Extension, have developed 50 program thrusts which make up the four year long range plan for the Clemson University Cooperative Extension Service. Of the 50 major program thrusts, Leadership Development ranked 4th behind only EFNEP, youth development and livestock management in need and total man-days planned by agents.

The Leadership Program Team developed its 4-year plan based on three major objectives or thrusts:

1. Greater cooperation of local leadership will be developed through the organization of local and state leadership resources into county leadership action groups coordinated by a state leadership consortium.

   This statewide consortium comprised of significant program leaders from across the university and the state will network current training strategies and opportunities and establish not just a clearinghouse of data but a pool upon which many leadership efforts might be initiated.

2. Potential local leaders will develop increased personal leadership skills through local training opportunities utilizing a leadership development system called EXTENSION LEADS. The system will incorporate the Family Community Leadership (FCL) Project as the specific leadership training package of six modules.

   A total leadership development training system for salaried staff, nonsalaried staff and clientele groups known as EXTENSION LEADS will be developed. A six module FCL leadership training package will be developed two modules a year and piloted by participating counties. The overall system will incorporate a total range of orientation, in-service, and graduate study opportunities designed for county staffs to utilize in developing the leadership skills of specific clientele, volunteers of Extension organizations, and their own professional growth. By 1990 a full graduate program in leadership will be available to develop competent Extension and community leaders of the future.

3. Local South Carolina citizens will experience leadership growth through the development of a healthier organizational environment through the utilization of a volunteer systems management model which includes awareness incentive and management training.

   Three components of this objective will be established: (1) An incentive program to recognize the Extension Volunteer, and both individuals and counties who support the success of Extension volunteers, (2) An awareness program for the people of South Carolina to recognize achievements of Extension Volunteers, and (3) A member management and communications model adaptable to all Extension volunteer organizations which will improve and streamline coordination within Extension.

The Rural and Community Resources Program Team developed its 4-year plan based on four major objectives or thrusts:

1. Coping with the change resulting from social and economic transitions in two types of communities and geographic areas: those experiencing rapid population growth and those experiencing population and economic decline.

2. Creating a public awareness of environmental issues such as beautification and/or community improvement, solid waste disposal, water quality and sewage disposal, land use planning issues, and hazardous and toxic waste disposal.

3. Conduct leadership and problem identification surveys in communities so as to broaden comunity leaders' understanding of community issues, resources, and opportunities, and improve specific leadership skills.

4. Educate community leaders, businessmen, special interest groups, and the general public regarding the formulation of public policies and the impacts that those policies can have on people, families, commerce and communities.

In May of this year as part of the leadership thrust team's plan, four tour groups of 14 to 16 each left South Carolina to visit four other states to see and learn what is being done in volunteer leadership development. The was done as inservice training entitled "Catch the Vision" with the groups visiting Indiana, Kentucky, North Carolina and Virginia. The two-fold purpose of these tours was to motivate the agents and gather information and ideas for use in South Carolina.

South Carolina Extension Homemakers Council

In South Carolina, Volunteer leadership development, particularly with women, has its roots in the South Carolina Extension Homemakers Council organization. This organization has throughout its' history led the way in leadership training and lobbying for legislation for nutrition, safety and in many other areas.

In more recent history, the organization has conducted its own leadership training programs with its membership throughout the state. Some of this training has been developed and conducted by agents and some by the officers of the organization to train its' membership in leadership skills.

A small group of officers and members of the state board attended a leadership training conducted by NEHC in 1978 - 79. Upon their return to South Carolina this group wrote lesson plans and conducted training for county memberships on a request basis training nearly 200 potential leaders. In addition, their

materials were made available to counties who wished to conduct their own leadership training.

In 1983, a team of 9 Extension Homemakers attended the regional NEHC leadership training held in Jackson, Mississippi. This group divided into 3 teams of 3 members each to conduct leadership workshops in nearly all counties of the state through 1984. During this process a total of over 900 people were reached through leadership training workshops in 43 counties.

A group of 12 Extension Homemakers in 1985 attended a regional NEHC leadership training on Family Community Leadership (FCL) held in Jacksonville, Florida. As a result of this training, the Family Community Leadership program was initiated in South Carolina and two trainings conducted with agents and the membership. A dissemination conference on FCL in Denver, Colorado in 1986 further solidified the status of FCL and offered the opportunity of Kellogg grants to expand the program in the state. A pilot grant of $3,000.00 was obtained which has provided the funds necessary to train 4 pilot county teams of 6 members each and establish a state FCL Board. A grant of $50,000.00 from the W. K. Kellogg Foundation has been received to expand the program to the rest of the state. This will be done partially as a cooperative effort with the Leadership Thrust Team's Extension Leads program which will use FCL as the 6-module leadership training package.

In 1987 a group of 9 Extension Homemakers attended the regional NEHC Program of Work training held in Nashville, Tennessee. This training was put to immediate use in 4 district program of work workshops for county chairmen in the spring of 1988 reaching a total of approximately 300 county program of work chairmen.

Strom Thurmond Institute

The Institute is established in the Senator's name to provide and promote public service. It offers university-based civic education and continuing education that will enable people to put new ideas to work throughout South Carolina and across the nation for the betterment of their communities, towns, cities and states. One part of the Institute is the Volunteerism Working Group which is designed to combine research and academics with applied volunteer leadership development. Extension is very active in this group; I currently serve as co-chairman. Major thrusts of the group at this time are:

1. To plan and conduct statewide volunteerism seminars utilizing nationally known "experts" in the field of volunteerism and volunteer leadership development.

2. To publish "Working Papers" by academicians and authorities in the field of volunteerism.

3. To actively pursue and obtain grants and other funding for research and programs in the field of volunteerism.

4. To establish academic courses at Clemson University in the field of volunteerism.

This is proving to be an excellent relationship in terms of tying the faculty and research resources of the total university directly to the practical application methods of Extension.

Governor's Volunteerism Consortium

In South Carolina there has been a Governor's Office of Volunteerism for several years. This office established a volunteerism consortium which is made up of representatives from all governmental agencies dealing with volunteers. I have served as the representative from Clemson University since its inception. This consortium has sponsored or co-sponsored several volunteerism seminars, developed a volunter training manual for state agencies, initiated the "I CARE" program for volunteers, and established a system of recognition and awards for volunteers called the Governor's Awards for Outstanding Volunteer Service. It has tremendous networking potential for Extension.

South Carolina Association of Volunteer Administration (SCAVA)

SCAVA is an affliate of the National Association of Volunteer Administrators, is represented on the Governor's Volunteerism Consortium and cooperates with the Strom Thurmond Institute's Volunteerism Working Group. It is quite active in the state, has two meetings annually, sponsors several volunteerism seminars, and provides networking opportunities with other volunteers and managers throughout the state.

Clemson University W. K. Kellogg Grant

A proposal has been funded from th W. K. Kellogg Foundation for over one million dollars to pilot a project called "Transitioning Rural Communities into the Twenty-first Century". This proposal represents all colleges of the university with Extension taking the lead. Leadership development has surfaced as one of the greatest needs of South Carolina and therefore is the major component of this proposal. Elements of this proposal come from the Family Community Leadership project and the plans of Extension's Leadership Thrust Team.

LOOP Grant

A grant of $12,000 was received last year through 4-H to the Leadership Thrust Team to replicate a leadership development program designed by Indiana. This program deals with leadership development as it relates to advisory committees and councils with the name LOOP meaning Locating, Orienting, Operating and

Perpectuating. Two 3-day inservice trainings have been held this past year for county staff and volunteers with a follow-up training planned for this fall.

The End Result

The tie-in between all of these entities seems evident and all appear to be complimentary one to another. The major challenge is to interface these components into one unified effort towards improving volunteer leadership competency and developing the shared leadership concept. The Clemson University Cooperative Extension Service has become the umbrella organization and must assume the role of coordinating all of the aforementioned efforts to make a major impact on volunteer leadership development in South Carolina.

This same kind of process or development may be occurring in other states in different ways and variations, as we would expect. If it is not, I believe it should be. Extension can and should take the lead in this area. I hope you agree.

In the future, as people nationwide grow in leadership skills, they will place greater pressure on organizations to be more involved in planning, implementing, and evaluating educational programs which address their needs. The Cooperative Extension Service has an important role and responsibility to fill in this area.

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FAMILY COMMUNITY LEADERSHIP BENEFITS TO EXTENSION HOMEMAKER PARTICIPANTS AND NONPARTICIPANTS

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The purpose of this descriptive study was to assess the results of the Family Community Leadership (FCL) program in Oklahoma. Two groups were compared: the Extension Homemakers as members of an FCL team; and the Extension Homemakers who were only participants of sessions presented by FCL teams. A random sample of both groups were interviewed by telephone to assess benefits received from involvement in each group. Existing reports from the FCL teams were also reviewed. Topics examined included: leadership roles, leadership skills, public policy involvement, and public policy skills.

The Family Community Leadership program was first introduced to Oklahoma Extension Homemakers and Extension Home Economists at district leadership training sessions. The Oklahoma Extension Homemaker Council (OEHC) leaders and home economists presented information which had been received at the Southern Regional Leadership Training in Jacksonville, Florida.

Two OEHC officers and two Cooperative Extension Specialists from Oklahoma participated in the FCL dissemination conference in Denver, Colorado. A task force of Oklahoma Extension Homemaker leaders and Cooperative Extension staff members was formed to plan the implementation of the FCL program in Oklahoma.

The first Oklahoma Family Community Leadership Institute was held in October, 1987 at Embassy Suites Hotel in Oklahoma City, Oklahoma. Thirteen teams composed of 64 members participated in the three day institute. The institute provided training in the following components of the FCL curriculum: public policy, issue analysis. volunteerism, leadership, group process, and teaching others.

The Oklahoma Family Community Leadership Program is funded by the W.K. Kellogg Foundation, Oklahoma Extension Homemakers Council, and Cooperative Extension Service. Cooperative Extension provides in-kind contributions.

The Oklahoma FCL participants made the commitment to give twenty-four days during the year to the Family Community Leadership Program. The time included training days they received.

Several teams provided leadership and officer training to Extension Homemakers in their own counties and in neighboring

counties. FCL workshops on leadership and public policy were held in three of the four Oklahoma Extension Homemaker district meetings.

To assess the results of the FCL program in Oklahoma, two groups were surveyed in this descriptive product and process evaluation. A random sample of FCL team members composed one group (group 1) and a random sample of Extension Homemakers who were the audience of the FCL teams composed the second group (Group 2). The two groups were interviewed by telephone. The sample was small due to available resources, and therefore, limits the scope of the study.

Findings: The results of the interviews indicated that group 1 respondents were more highly involved in leadership responsibilities in the community:

GROUP 1

94% were Extension Homemaker officers
42% were presidents of a county or group organization
94% were involved in other community organizations
84% held leadership roles in the organizations

GROUP 2

78% were Extension Homemaker officers
31% were presidents of a county or group organization
47% were involved in other community organizations

Both groups identified leadership and communication as the areas of training which were used most often. This may reflect that both groups were more comfortable with these topics. The public policy information is new to most of the participants. Group 1 respondents indicated that they had used the public policy and issue analysis information.

The respondents were asked to identify leadership and public policy skills which were improved during the past year. Group 1 reported the following improvements:

Working with groups in planning, setting goals
Communication skills
Application of group leadership skills
Knowledge of different leadership styles
Knowledge of how public policy affects local community
Leading groups discussions
Serving in a leadership role in an organization
Running an effective meeting
Group problem solving
Choice of different leadership styles
Using power to reach personal goals
Managing conflict
Identifying public issues

The responses are listed in descending rank order.

Group 2 reported improvements in the following areas this past year:

Working with groups in planning, setting goals
Serving in a leadership role in an organization
Running an effective meeting
Communication skills
Knowledge of different leadership styles
Using power to reach personal goals
Leading group discussions
Knowledge of how public policy affects local communities
Application of group leadership skills
Group problem solving

Both groups indicated passive involvement in public policy. They had participated regularly in the voting process. The respondents were questioned about whether they had personally contacted public officials in the past year about an issue in which they were interested. The results were:

GROUP 1 84% contacted public officials

GROUP 2 47% contacted public officials

Many respondents in Group 1 indicated that the Family Community leadership program had given them more confidence when talking to public officials and letting their feelings be known.

Monthly reports of the FCL teams revealed that involvement in public policy issues included: contacting public officials, holding public forums (on county sales tax proposals, common school funding, and meet your candidates), running for election as a fair board member, serving as a fair board member, being instrumental in forming an AIDS community task force, and influencing and motivating others to contact public officials.

Respondents from both groups were positive in their attitudes toward the Family Community Leadership program and the benefits received. Several mentioned increased confidence in themselves in leadership and public policy areas. One FCL team member indicated that the program had made a difference in how her own family examines issues which affect them. A Group 2 member observed that she had seen noticeable improvement in the teaching and presentation skills of one of the younger FCL team members in her community.

Implications drawn from this study were: (1) Involvement in the Family Community Leadership programs increased leadership development in the Extension Homemakers organization. (2) The FCL Institute should include increased emphasis on methods for

involvement in community public policy. (3) Small group sessions for team planning would clarify expectations and enable teams to effectively plan the year's program. · (4) Extension Homemakers should be encouraged to utilize the leadership talents of the FCL teams.

CHALLENGE FOR THE FUTURE
OR
SO IF THIS IS WHAT WE HAVE DONE, WHAT MIGHT WE DO NEXT?

Daryl K. Heasley. Director
Northeast Regional Center for Rural Development
Leadership Specialist, Pennsylvania State University

I am honored to have been invited by Dr. Bolton to share some thoughts with you in the most important area of leadership development or, as your theme denotes, "Empowering Adults as Leaders Through Home Economics Programs." My thoughts will be based upon what I learned today in this workshop and where this learning leads me.

I would be remiss if I did not congratulate each of you and all of you as a body for taking an extra day to share ideas about leadership and how home economists can incorporate it into their programming. It is essential that this effort be made if communities are to have the persons who will make sure communities retain their visibility, vitality, and vigor. Your profession is in a key role to help insure people are empowered. Women, in the past overlooked or ignored, especially need to be recognized for their potential and current contributions to the various leadership needs of a community. Let me begin synthesizing what I heard today.

The two goals your planning committee set for this workshop are exciting: (1) to strengthen competencies of career professionals in leadership development and (2) to broaden the overall knowledge base of leadership programming within home economics. The committee then developed the program to begin accomplishing these two goals.

I have not heard today that the "turf battle" over who owns the Family Community Leadership (FCL) program has been resolved. How can that program be immensely successful if the leadership cannot resolve their differences? For many years this young country had declarations of dependence with Great Britain, France, Spain, Holland, and so on. Our forbearers fought a great war to achieve a declaration of independence. The time is now past for the warring factions within FCL, and the various programs of extension concerned with leadership development, to expound a declaration of interdependence if we are to empower leaders. Jealousies and pettiness have no place in leadership.

Next I heard about training the trainer. We have traditionally used this technique with varying degrees of success within extension. Tom Mounter and Ann Hancook discussed this concept and dismissed it in favor of leadership development, i.e., of developing a leader vs. training a leader. I endorse and applaud such a focus. Trained leaders remain dependent and empowered for only one issue, while developed leaders are

interdependent and empowered over the long haul. We must continue to develop leaders!

I heard my long-time friend, colleague, and first doctoral student Si Garber present at least a semester course in three plus-hours. Through a range of theories, concepts, empirical research findings, and paradigms he began to lay a sound base for leadership development. He also has retained his ability to bring complex and abstract concepts to an understandable and useful level. In fact, all of today's workshop presentors outlined the backdrop for their case studies, their programming concepts and models utilized, together with follow-up findings without specifically identifying them as theories, concepts, studies, or paradigms. To further these bases I commend to your reading a book about such items by Manfred Thullen and Frank Fear, Michigan State, that is funded by the four regional rural development centers and should be available late fall, 1988. Preliminary outlines indicate it will be a valuable addition to the body of knowledge and to the practitioner.

I heard that despite severe staff reduction (down sizing is the nice term unless it happens to you, then it's getting the axe) we are expected to continue to serve traditional audiences while being asked to reach out to new clientele. This request is unrealistic and will result in underserving both traditional and new audiences. I urge you to be selective, realistic, and objective in your choices of which audiences will receive your energies.

I heard that for many home economists, leadership development--especially empowering people to resolve public issues, is a new area. I stand in awe at your eagerness, enthusiasm, and determination to enter this crucial field of educational programming at this time of such turmoil with budgets, new initiatives, and so on. You are to be congratulated for recognizing the tremendous contribution you can make in leadership development.

Finally, I heard Dr. Garber discuss power bases. I would agree that initially the organization provides you with legitimate and referent power to be engaged in educational programming. I would argue that today's workshop begins to expand your traditional bases of individual power in the area of leadership. This workshop, coupled with additional educational opportunities, provides you with expert-information-legitimate-referent-and, perhaps, reward bases of power in leadership development.

So where to from here? Let me offer some suggestions. The rural brain drain has heightened the need for empowering rural residents through leadership development programming. This programming must be based upon some common definitions of community leadership, some needs assessment, some theories, concepts, and paradigms. I urge you to get on with this task.

Rural community leadership development must be incorporated into each of the nine national extension initiatives. The ECOP CRD/PA Leadership Networking task force thus far has produced two publications entitled Community Leadership Development: Implications for Extension and Community Leadership Development: Present and Future. These have been widely distributed throughout the U.S. A subcommittee of this task force has produced another publication entitled Extension Leadership Development Resources: U.S. and Canada Bibliography. Again this will be widely distributed. Finally, another subcommittee is developing a community leadership perspective for four national initiatives--Water Quality, Revitalizing Rural America, Family and Economic Well-Being, and Ag. Profitability and Competitiveness. This material is targeted for distribution by January, 1989. Five initiatives remain to be addressed in this manner. All are particularly dependent upon skilled leaders if significant impact is to be achieved. Skilled leaders need both individual and organizational skills and problem-solving skills if they are to be effective. Dr. Russell Youmans, Director for the Western Rural Development Center at Oregon State, is chair of this ECOP committee. I challenge you to contact him to help work community leadership principles into one or more of the remaining initiatives.

FCL continues to empower people. At last count, 49 states plan to initiate, develop, and implement FCL programming. Already the NERCRD has sponsored four multi-state FCL train-the-trainer (development of the leadership teams) workshops and funded the development of a taxonomy for leadership and instrumentation to measure whatever levels of the taxonomy are appropriate for a particular community leadership program. I strongly urge adoption of these two items nationwide in order that we may begin to gather consumer data and announcing the total impact of FCL. Ann Hancook and Janet Tuckwiler mentioned we increasingly need to measure impact of programs for policy development. This has yet to become a hi h priority for most states or for Washington, D.C. administra .on. Let's change this priority. Urban based policies forced up rural areas have not and will not work. You can help in the formation and application of rural policies appropriate for the heterogeniety that exists within our rural areas.

Incorporate such materials as the Myers-Briggs personality profile, active listening skills (minimal verbal and nonverbal encouragers, a balance of open and closed questions--not pseudoquestions, reflections of facts and feelings) as well as influencing skills (modes of self-expression, confrontation, giving directions, structuring a conversation), the JoHari Window into leadership programs for empowering people. We too often assume "leaders" have these concepts and skills and understandings well in hand when most, in my experience, do not. I would argue that these are basic to empowerment.

Shirley Callaway of North Carolina A&T in Greensboro is

project director for the W.K. Kellogg Foundation grant to develop better methods for developing leadership in the "Hard-to-Reach Clientele." She and her committee welcome case studies, existing materials, suggestions, and so on which are focused upon this task with this audience. If you know of, have developed, used, or evaluated such materials, contact her!

There is a real need and challenge to tie FCL and statewide regional rural and agricultural leadership programs together. There are 28 programs involving 40 states, plus Ontario and New Zealand which are modeled after the initial 4 W.K. Kellogg sponsored programs. Most programs are agriculture leader focused, but all are rural oriented. With few exceptions, there are male and female participants. All programs have process paradigms, materials, speaker resources, graduates, and on and on. What better linkages to tie into FCL?

I challenge you to use your organizational and personal bases of power to make sure leadership development remains a critical topic for support by colleagues (tenure and promotion), extension administration at county, state, and federal levels, and extension lay leaders at county, state, and federal levels.

You are and must continue to be concerned, committed, creative, open to new experiences, and cooperative in developing, delivering, and evaluating community leadership programs which will empower people. We ask no less of emerging and established leaders; ergo we must heed the same advice. As you work with programs you must:

gather benchmark data
find, adopt, and use existing resources--materials
find and work with key people
find and get credit for your efforts--NETWORK with
appropriate others so you will achieve results

Finally, Edwin Markham in his poem appropriately entitled "Leadership" sets forth my final caution and challenge to you. It reads thusly:

We are all blind until we see
That in the human plan,
Nothing is worth the making
Unless it builds the man.

Why build these cities glorious
If man unbuilded goes?
In vain, we build the world
Unless the builder also grows.

As we empower others we empower ourselves. We are both the result of and the catalyst to leadership and the leaders. The best to you on these challenges. Thank you for letting me share some learning and some thoughts with you.